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ABSTRACT

Beginning in 1973, meetings of 12 regional education advisory councils (composed of students, teachers, parents, administrators, board members, superintendents, and other citizens) studied volunteer programs in Illinois to determine their drawbacks and to formulate recommendations for expanding the concept of volunteers in education. This publication is the first attempt to disseminate information about volunteer programs in Illinois and to help local school districts interchange resources about their programs. Chapters focus on a rationale for using volunteers, potential problem areas and recommended solutions, orientation and evaluation, volunteer resource people, volunteers in career education programs, senior citizens as volunteers, the volunteer tutor, and specific volunteer programs in Illinois. An appendix contains material relevant to the state's volunteer programs. (JM)

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BECAUSE THEY CARE

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A Resource Manual for Volunteer Programs

STATE BOARD OF EDUCATION

Illinois Office of Education
Joseph M. Cronin
State Superintendent of Education

CS 002 885

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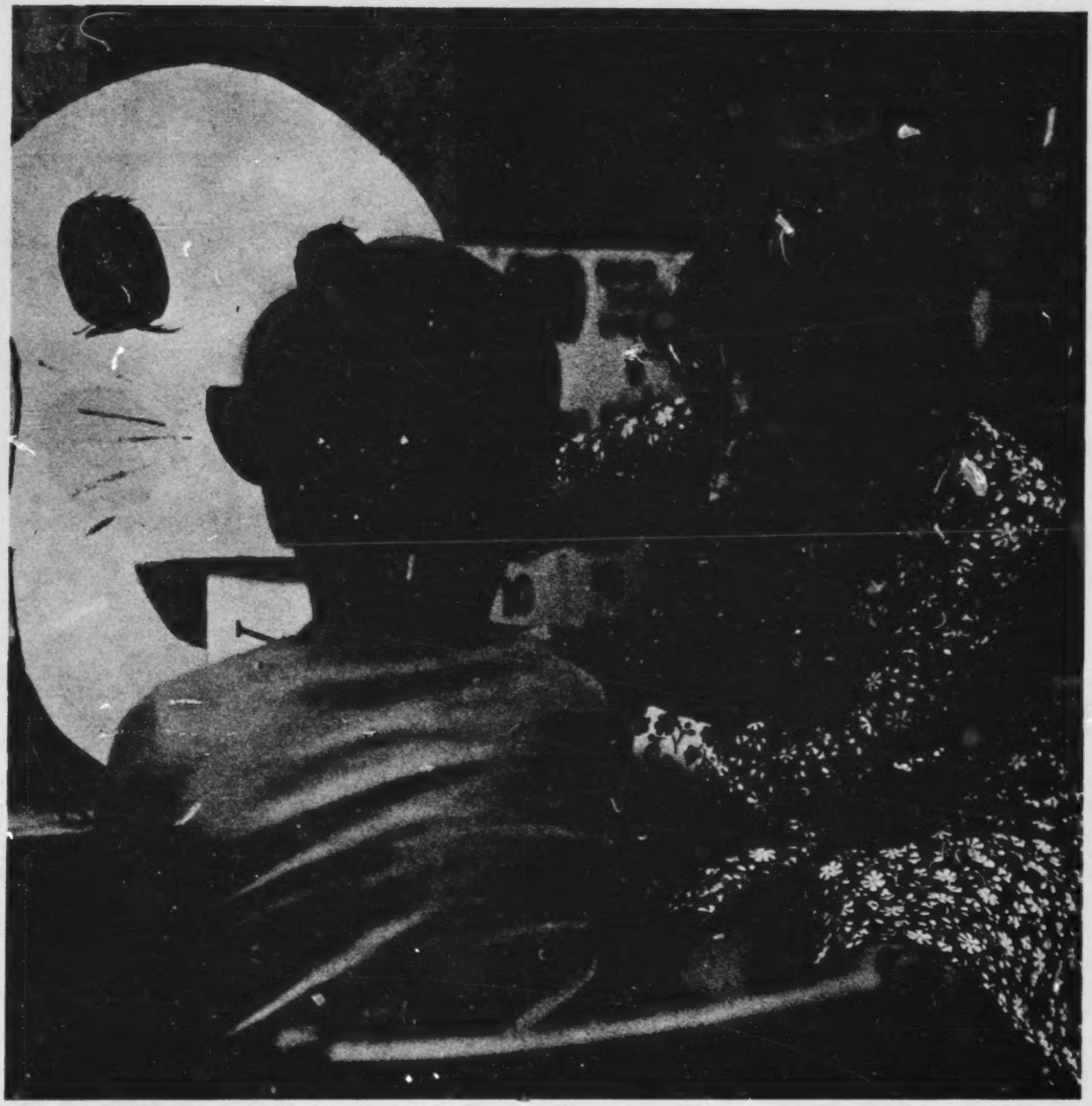


Dear Educator:

Early in 1973, Dr. Michael J. Bakalis, the last elected Superintendent of Public Instruction, met with the twelve regional advisory councils in various parts of the state. At these meetings he invited all of the council members (students, teachers, parents, administrators, board members, lay citizens, and educational service region superintendents) to continue to provide opinions and recommendations concerning our educational goals and priorities as they had done since 1971.

At those first meetings the councils explored the growing phenomenon of volunteers in education. They studied the present status of volunteer programs in the schools of Illinois to determine the drawbacks and to make recommendations for expanding the concept. The councils noted the need for dissemination of information so that others would know what is happening and where it is happening, where successful volunteer programs are taking place, and how a group of volunteers can improve and enrich an educational program.

Thus, this publication and report is a first attempt to begin the dissemination process and to help local school districts throughout Illinois interchange resources about their volunteer programs.

Approximately 300 council members began the study by informally surveying over 200 school districts in Illinois, and over 500 schools. They interviewed administrators, teachers, students, and volunteers in order to identify strategies for developing successful programs, and for avoiding potential problem areas.

We are extremely fortunate to have actual school volunteers and volunteer coordinators as members on eight of the twelve councils. The other four councils invited consultants to their meetings who had extensive experience with volunteer programs. Thus, because of the informal surveys and the actual experience of our members, a rich fund of information has been accumulated.

The sheer volume of data collected by the advisory council members demanded a selectivity of material presented here. All of the programs and examples cited are from schools in Illinois. Although there are many excellent programs around the country, we consciously restricted ourselves to our own state because we felt that a local district would more readily avail itself of information from a neighboring district, rather than from one in another state. Further, it was intended that this volunteer resource manual would emerge from the experiences of the advisory council members and volunteer personnel contacted by the Illinois Office of Education, rather than from some untested hypothetical concept.

I am very much encouraged by the growth of volunteer programs in the schools of Illinois. I hope this resource manual will further assist our schools in developing and expanding these valuable programs.

Sincerely,

Joseph M. Cronin

Joseph M. Cronin
State Superintendent of Education

Why Turn to Volunteers?

The members of the 12 regional advisory councils agreed on the following statements regarding the purposes of volunteer programs in our schools. The members of our councils advocate bringing volunteers into our schools in order to:

1) enrich the learning process and expand the learning environment for our children
2) assist teachers in providing more individualized instruction in their classes
3) help school personnel meet the personal learning needs of children by relieving them of some non-teaching duties and tasks
4) provide our schools with resource people who are able to share special talents, skills, and expertise that would normally not be available in the schools
5) provide opportunities for concerned members of the community to participate effectively in improving the education program of the schools
6) help stimulate greater citizen understanding and support of school programs through citizen participation
7) obtain valuable ideas from the community as well as relevant information about problems and needs in the community

Several educators reported to us that volunteers serve as bridges between the community and the schools. Most persons working within a school system, including volunteers, begin to get a more valid view of the problems facing the schools, the steps being taken to solve them, and the successes achieved. Thus, volunteers are often among the most ardent supporters of our public schools.

It has also come to our attention that this linkage is a two-way street. For example, a district which obtained the services of volunteer retired citizens discovered ways in which the schools could better serve the needs of this often-neglected segment of the community.

Finally, it is important to note that we do not advocate the use of volunteers in order to save a school district money; i.e., using volunteers to cut costs by doing tasks that paid teacher aides and certified personnel are now doing. We belive such utilization is a flagrant abuse of the volunteer concept and will only result in the underrating of the professional services which trained certificated staff can provide.

In our view, a well-conceived volunteer program provides enrichment and expands the learning opportunities for children. We are advocating the increased use of volunteers to complement and enhance the role of professional educators, rather than supplant or undermine that role.

RECOMMENDATIONS FOR PRINCIPALS AND TEACHERS

The learning environment can be enhanced by the proper utilization of volunteers. The volunteer aide, tutor, or resource person and the professional teacher can work as a team to enhance the learning opportunities and experiences of children. For these reasons, our advisory council members make the following recommendations to administrators and teachers.

First, the principal, just as he wants to be involved in selecting his professional staff on the basis of academic qualifications and teaching abilities, must also be involved in selecting and placing volunteers on the basis of personalities and interpersonal relationship skills. Although we realize that in an increasing number of school districts a volunteer-coordinator has the responsibility for recruiting, interviewing, screening, and even scheduling volunteers, we still believe the building principal must know the volunteers and be directly involved in their orientation and placement with classroom teachers.

Secondly, if teachers are going to be organizing the tasks for volunteers and therefore responsible for the program's effectiveness and efficiency, they must be given preparation in both organizing and utilizing volunteers. A school volunteer program at the very outset should include an orientation and training session for teachers.

Much of this necessary in-service for teachers can be accomplished during regularly scheduled staff meetings at the beginning of the school year. At these meetings teachers can accomplish the following objectives:

1. identify appropriate tasks for volunteers;
2. plan in-serivce activities for volunteers so they will become skilled in performing the identified tasks;
3. plan in-service activities for themselves to enable them to establish criteria for evaluating and increasing the volunteer's performance skills.

Prior to meetings, the faculty could prepare lists or answers to the following questions:

A. What tasks that do not involve direct contact with children could a volunteer perform in my class?
B. What tasks that do involve direct contact with children could a volunteer perform in my class?
C. What knowledge and skills must a volunteer have to perform those tasks competently?

At the meetings, as common tasks and skills are identified, plans can be made for in-service experiences for volunteers and decisions reached about who will be responsible for directing those experiences. We realize that a certain amount of volunteer's training will be done as the volunteer works side by side with the teacher in the classroom, but to have each teacher do all the training for his or her volunteer is inefficient and very often frustrating to both teachers and volunteers when changes in assignments are necessary.

RECOMMENDATIONS FOR AVOIDING THE POTENTIAL PROBLEM AREAS IN YOUR VOLUNTEER PROGRAM

While conducting informal surveys, many of the council members inquired about resistence to using volunteers, possible conflicts, and problems common to volunteer programs. The following ten were mentioned most frequently.

POTENTIAL PROBLEM AREA I – Dependability

Volunteers are not always dependable . . . you think you have a commitment and you end up with new problems. "A worker is dependable when you pay him."

RECOMMENDATIONS/SOLUTIONS

All twelve of the regional councils spent at least one meeting evaluating the potential problems. The following recommendations are the result of actual successful experience with school volunteer programs.

A. The volunteer's dependability can be enhanced by school people making reasonable and realistic requests of their time. It is much more likely that a parent can maintain a commitment of three hours a week for a semester rather than three hours a day for an entire year.

B. While it seems obvious, a number of council members stressed the need to cover important ground in the initial interview that will affect the volunteer's dependability. The interviewer (coordinator or principal) gathers information on the interests, health, skills, talents, and motivation of the volunteer. The volunteer learns about the purposes of the program, the need for his or her help, and the responsibility involved with various jobs within the program. This first interview could also deal with areas that could affect dependability such as scheduling, transportation, and child care.

C. A volunteer must continue to feel needed, accepted, and appreciated. We believe dependability is enhanced by frequent recognition of the volunteer's contributions.

POTENTIAL PROBLEM AREA II – Confidentiality

Some volunteers have been criticized for not honoring confidentiality. "I worry they might carry destructive tales back to the community that will undermine school/community relations—or worse, damage the self-concept of a child by engaging in gossip." (a school administrator)

RECOMMENDATIONS/SOLUTIONS

Based upon our surveys, in-views, and experience we found generally that volunteers are frequently the best supports of the schools' programs in the community. Volunteers can be, and often are, ambassadors or liaison for both school and community.

In addition we recommend the following:

Stress the importance of maintaining confidentiality during the orientation and training of volunteers. The training program should involve some role-playing which is designed to show the destructiveness of breaching a confidence.

Exercise control over the files and student records; generally, handling these files and records should not be done by volunteers.

Provide outlets and avenues of communication for the volunteer's observations and grievances. The chances of a volunteer taking a negative message to the community are greatly reduced if the volunteer can bring the observations or frustration to the principal or volunteer coordinator.

NEW FEDERAL LAW

Family Education Rights and Privacy Act of 1974 Public Law 93-380, Section 438 of Title V signed into law by President Gerald R. Ford on August 21, 1974 – This is the law that allows parents of students "the right to inspect and review any and all official records, files, and data directly related to their children. . ." This includes all the material in the student's cumulative record folder, and academic and psychological reports. This law also states no funds are to be granted to schools which permit the release of educational records to unauthorized individuals or agencies without the written consent of the student's parents. Therefore, it is important that school districts exercise caution in the area of access to student records by volunteers in order to comply with this new federal law.

POTENTIAL PROBLEM AREA III – Disillusionment

It has happened that a volunteer program begins with enthusiasm and several zealous, willing volunteers and then in a short time, both the number and the enthusiasm wane.

RECOMMENDATIONS/SOLUTIONS

Retention of your volunteers is largely based on the volunteer's satisfaction and rewards for working in the school, on acceptance as a school team member, and on recognition as a contributor to the system.

Further, several of our members strongly suggested that new volunteer programs should focus in the beginning on the one or two areas in which volunteers can be most effective. The needs outght to be real and the tasks meaningful. Any attempt to take on too many problems can become fragmented and generally works to the detriment of the program.

Further, we recommend in the beginning that volunteers be only asked for short-term commitments in order to evaluate the volunteer's reaction, as well as his or her effectiveness.

POTENTIAL PROBLEM AREA IV – Amateurism

Sometimes volunteers do not act professionally and are not prepared to deal with children in an educationally sound way. This is particularly true of some parents who volunteer in the classroom.

Sometimes, in an effort to be helpful, a volunteer can do more harm than good. This happens when a student is offered help in a partronizing or condescending way which can compound the very feelings of inadequacy the volunteer is trying to help the student overcome.

RECOMMENDATIONS/SOLUTIONS

The Community Relations Section of the Illinois Office of Education offers, upon request, a three-hour to a one-day workshop on "communication skills" for volunteers who will be working directly with students.

CALL OR WRITE –

Community Relations
Illinois Office of Education
100 North First Street
Springfield, Illinois 62706
217/782-3646

Community Relations
Illinois Office of Education
188 West Randolph Street
Chicago, Illinois 60601
312/793-2220

Generally, the volunteers willing to come into our schools are not trained teachers or specialists. Thus, it is not very helpful to have unrealistic expectations. We would hope we can expect the volunteer to possess essential attributes like enthusiasm and a desire to help children, but we must remember the average volunteer is not trained as a technician or therapist. Again, the orientation sessions should define clearly the limitations of the volunteer role.

However, since many volunteers find themselves in a natural or inevitable role of being an adult friend, it makes good sense that part of the training session for volunteers should include some basic communication skills.

Role-playing exercises can be a very effective way to help volunteers gain insight into the feelings of others. Role-playing affords volunteers an opportunity to try new skills as well as learn to be a non-evaluative adult friend; for example, asking questions of students without sounding like an interroga-interrogator.

POTENTIAL PROBLEM AREA V – Liability

Some school administrators feel the use of volunteers increases their liability and legal concerns. "The school becomes more vulnerable to suits, accidents, and criticism with an increase in the number of outsiders who are participating in the educational system."

RECOMMENDATIONS/SOLUTIONS

While we acknowledge the potential for some increased vulnerability, descriptively in surveying over 200 schools with volunteer programs we did not find one single instance in which a school district had been involved in litigation because of a volunteer's activities.

As one attorney told our advisory council steering committee:

"You do not have the components of a high-risk situation in the average school volunteer program." This is largely true for the following reasons: 1) the type of person who generally volunteers is usually very conscientious regarding potentially hazardous situations or conditions; 2) volunteers are under the direct supervision of professional staff members; 3) appropriate tasks for volunteers do not place them or the students in any jeopardy; i.e., clerical assistance, tutoring, resource, artist aids, etc.

POTENTIAL PROBLEM AREA VI – Lack of Control

Since volunteers are working gratis, teachers and administrators sometimes feel a lack of control and are timid about being too directive
. . . How do you fire a volunteer?

RECOMMENDATIONS/SOLUTIONS

SOURCE, the outstanding volunteer program of the Rockford School system, has developed a very helpful four-page handout which is presented to every new volunteer by the building principal. This handout states clearly ten important guidelines for volunteers that help to obviate the kind of problem described above. (See appendix for a reprint.)

This kind of situation can be effectively prevented by making sure the conditions of volunteer service and the limitations and expectation of the role are clearly presented in the initial interview and orientation sessions.

The basic objective in the initial interview ought to be to match the right person with the right job.

An orientation session that includes a clear presentation which results in the volunteer's understanding of school policies was understood and agreed to by both the volunteer and the school in the very beginning of the program.

A continuous informal evaluation process should be built into any process volunteer program in order to recognize and remedy any conflicts as they arise.

POTENTIAL PROBLEM AREA VII – Administrative Burden

A few school administrators, particularly principals, were concerned or had experienced that a volunteer program increases the administrative burden. A principal just doesn't have time to coordinate, recruit, screen, and orient volunteers.

THE SCHOOL VOLUNTEER COORDINATOR

It is true that an effective volunteer program will demand some time from the building principal. However, many of the time-consuming tasks like recruiting, scheduling and keeping records can be done by a building or district coordinator (volunteer). Often the coordinator is an experienced volunteer who is active in the PTA and community. In several large school districts the volunteer coordinator is a paid position.

The coordinator's responsibilities include recruitment of volunteers, selection and placement, orientation and some aspects of training, motivation and recognition, public relations and publicity, record keeping, and evaluation.

Some of our advisory council members strongly recommend that the volunteer coordinator be a paid position because of the important role expectations and responsibilities of the job.

POTENTIAL PROBLEM AREA VIII – A Threat To Teachers

Some teachers are threatened by volunteers because they view a widespread use of volunteers as a potential replacement for paid staff. Also, there are some teachers who believe volunteers in the classroom would be inappropriately evaluating and judging instructional performance. Some teachers believe that supervising the volunteer would be an added time-consuming task in an already overloaded schedule.

RECOMMENDATIONS/SOLUTIONS

First, the advisory council members strongly recommend that no classroom teacher should have a volunteer imposed upon him. If a classroom teacher does not want to work with volunteers, being forced to do so will likely produce negative consequences that may undermine the entire program. Several council members reported that many teachers wo originally had reservations about using volunteers were convinced of the merits when they observed the advantages and benefits their colleagues were enjoying.

Secondly, as we reported elsewhere in this report, training for teachers in the utilization of volunteers is very important. Brief training sessions for teachers will help the teacher to articulate specific instructions to obtain necessary materials for the tasks the volunteer will be doing, and more importantly to understand the goals of the program. When the staff and the volunteers are "together" on the goals and objectives, and are working as a team, most professionals will be delighted when a volunteer has been able to reach a difficult student and will consider any supervisor's time well worth the energy.

Thirdly, as we stated at the beginning of this report, we do not recommend that any school district recruits volunteers in order to replace paid staff or to save money. We recommend the local school board make this part of its written policy when it approves and endorses the district volunteer pro-program

POTENTIAL PROBLEM AREA IX – Volunteer Expectations

Volunteers sometimes expect and subtly demand special treatment or extra considerations for themselves and their children, or they are motivated to volunteer for strictly personal gain.

RECOMMENDATIONS/SOLUTIONS

While some council members reported parent volunteers can be an advantage in their own child's classroom, other council members indicated that such a situation caused problems. Thus the following recommendations:

(a) the school developes a clear policy on whether or not a parent volunteer may work in his or her child's classroom; (b) the screening process is taken seriously and the volunteer coordinator and the principal conduct condid interviews before placing the volunteer, (c) the subject is frankly discussed during the orientation session, and it is clearly stated what the rewards for volunteer services are and are not.

POTENTIAL PROBLEM AREA X – Recruitment

It is very difficult to recruit volunteers in some parts of our state, particularly in low-economic areas where they are most often needed. The local talent pool of adults available or qualified to do such work in these communities is severely limited.

RECOMMENDATIONS/SOLUTIONS

Unfortunately this statement is descriptively accurate for many inner-city schools and some rural communities. However, several of our council members reported that successful volunteer programs have been established in low socio-economic areas by using the following strategies:

a) Recruiting techniques have to become more aggressive. It may not be sufficient to send home flyers with students or to publish a release in the local paper. Several of the Chicago schools effectively recruited volunteers from the community by using a "community representative". This often meant a door-to-door canvass and several hours spent persuading individuals of the school's needs.

b) Colleges, universities, community and junior colleges, churches, and some social organizations should be considered a primary source when the immediate community doesn't seem to be responding to the need.

c) Inner city recruitment campaigns have been enhanced because the school staff took time to write up short descriptions of the jobs the volunteers would actually perform. These job descriptions can be helpful during recruiting when parents ask, "What can I do?" or, "What will I be doing as a volunteer?" They also help to reassure the timid prospective volunteer that the task is not overwhelming, and that he can provide the needed service.

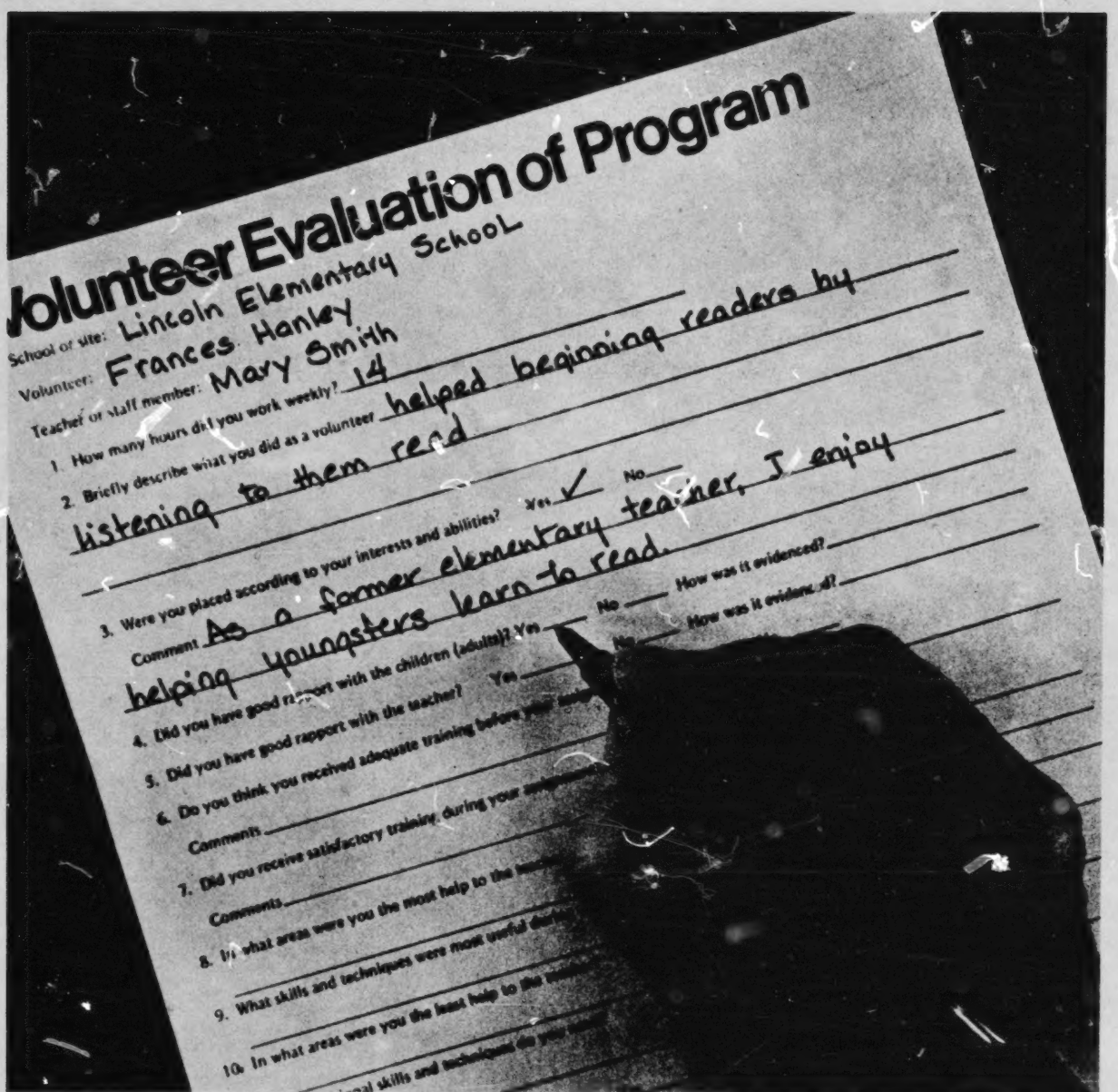
d) At the Steele Middle School in Galesburg the 21 parent advisory council members personally called each of the school's 250 families to explain the volunteer program and the need for their involvement.

See Appendix for sample

flyer used by the

Steele Middle School in

Galesburg


Volunteer Evaluation of Program
School or site: Lincoln Elementary School
Volunteer: Frances Hanley
Teacher or staff member: Mary Smith
1. How many hours did you work weekly? 14
2. Briefly describe what you did as a volunteer helped beginning readers by listening to them read
3. Were you placed according to your interests and abilities? Yes ✓ No
Comment As a former elementary teacher, I enjoy helping youngsters learn to read.
4. Did you have good rapport with the children (adults)? Yes No How was it evidenced?
5. Did you have good rapport with the teacher? Yes
6. Do you think you received adequate training before your
Comments
7. Did you receive satisfactory training during your
Comments
8. In what areas were you the most help to the
9. What skills and techniques were most useful
10. In what areas were you the least help to the
skills and techniques do you

Orientation Sessions For School Volunteers

Throughout this report we have frequently referred to the necessity of orientation sessions for all volunteers. The following outline contains some sample practical items that might be included in a first orientation or training session. Some of the items in the outline contain sample descriptions that might be included in a handout or brochure and distributed to all volunteers.

I. Basic philosophy of the volunteer program

A. Purpose of the program

B. Role of the volunteer

C. Attitude of the volunteer:
First, we ask that volunteers have a love for, and interest in, helping children through their school or as individuals. Second, volunteers need to have a professional attitude toward work done in and for the school, such as is necessary for teachers and other staff members. This means that critical observations about children or staff or suggestions for ways to improve any aspect of the school should be taken directly to the classroom teacher you are assisting, the volunteer coordinator, or the principal.

II. Administrative procedures

A. Assignment of volunteer:
We will make every effort to see that you are contented with your assignment. We believe this is essential both for the welfare of the volunteer, the children, and the school staff. If for any reason your work is not satisfying or is non-productive or your situation is not comfortable for you, immediately discuss a change with the volunteer coordinator or principal.

B. Hours volunteer will work:
Once a commitment to a certain amount of time per week on a certain day is established, volunteers need to do their best to appear reliably and punctually, or to notify the coordinator or principal at least three days in advance if a change in schedule is necessary.

C. Our fire drill and tornado drill routine works like this. . .Please study the attached maps, and keep them with your assignment folder.

D. Location and availability of instructional materials;

E. Location and availability of lounge and work areas:
Coffee is provided in the volunteer work room next to the library. The bathroom in the lounge next to the library is available or "you are welcome to use the downstairs teachers' lounge and the coffee is on us".

F. Record keeping by the volunteer:
All volunteers are asked to sign in and out of the volunteer logbook which is generally located in the main office. This is in order to compute the total time given in the volunteer program, as well as to make schedule changes if substitutes are needed.

G. Relationship with the volunteer coordinator

H. Relationship with the school personnel

I. School's policy regarding parents working in their own children's classroom

Evaluation and Record Keeping

The advisory council members all agreed that a volunteer program which was worthy of being initiated or expanded was certainly worthy of being evaluated. A volunteer program cannot be adequately evaluated without information based on facts which are revealed in good records.

An evaluation need not necessarily be a costly or strictly scientific process. It merely needs to reflect the needs and goals of the volunteer program and to provide an opportunity for change and improvement. The most effective kind of evaluation is one which begins with the initial planning and continues throughout the entire time span of the volunteer program.

Establishing criteria for the determination of an effective volunteer program should be an initial step in any evaluation. Some of the questions to consider in establishing criteria would be the following:

1. What are the goals of the program?
2. Who is to benefit from the program?
3. What are the volunteers' duties?
4. Who are to serve as volunteers?
5. What kind of time commitment and schedule is expected?
6. Who will be responsible for the volunteers?

Having established valid criteria for judging information, there needs to be a means for collecting and recording that data. Each school administrator, volunteer coordinator, and teacher must decide which kinds of measurements will best fit the goals of the volunteer program. Listed below are various ways in which evaluations can be made through record keeping:

1. Classroom observations
2. Anecdotal records kept by the teacher and/or volunteer
3. Pre- and post-attitudinal tests
4. Comments by principal or volunteer coordinator
5. Achievement tests
6. Case studies
7. Records of student absenteeism
8. Written or verbal volunteer reactions to program
9. Written or verbal teacher reactions to program
10. Dependability of volunteers

This list is by no means complete, but merely serves as a recommended guideline to be altered to each individual school's needs. Several sample evaluation forms can be found in Appendix A of this manual.

VOLUNTEER RESOURCE PEOPLE

CHAPTER IV

RECOMMENDATIONS REGARDING THE USE OF VOLUNTEER RESOURCE PEOPLE

Almost all the council members agree that one of the most beneficial and rewarding uses of volunteers is the program that brings people with special expertise into the school, particularly persons who can share relevant career and vocational information with students.

The informal surveys revealed that hundreds of school districts in Illinois use special resource persons from the community in career exploration and "career-day" programs. However, based on our data, the great majority of these programs are one-day-a-year events, and most of our council members felt that greater use should be made of the valuable expertise that exists in most communities.

This recommendation is certainly reinforced by a recently conducted OSPI Educational Attitudinal Survey. While interviewing adult and student populations we discovered the following:

> "Approximately half of the adult respondents thought that more money should be spent on (in order of priority): (1) **Career and vocational education**; (2) Guidance, counseling, and testing programs; (3) Environmental and ecological programs; (4) Artistic and creative programs; (5) Reading, writing, and arithmetic; and (6) Science. The program allotted the least extra money by all groups was social studies. Rankings varied among groups.
>
> "The student group was asked to indicate the "Worthwhileness" of each program. A majority of the student group considered the following programs very worthwhile: (1) **career and vocational education**; (2) mathematics; (3) physical health and recreation; (4) extra-curricular programs. The students' view of worth and adults' view of cost are quite different. **Only career and vocational education maintained a constant position of importance.**"

Given the encouragement of our councils, the attitudes just cited of students and adults and the lack of money available, it makes good sense to develop volunteer programs that are designed to enrich and enhance career and vocational education.

Several of our council members strongly advocate that the school should not function in isolation from the community. The school must literally extend itself into the community and utilize all the community's offerings for work and service. The goal is for students to have access to training in any occupation carried on in the community, and to receive counsel and expert knowledge in order to improve their concept of the realities of the world of work.

Some of the specific recommendations from the councils regarding this kind of volunteer are:

1) First, it is important for the school or district to clearly define the objectives for their "career exploration" or "world of work" program. This not only facilitates the identification of the resource people who will be able to accomplish the objectives, but volunteers will be more willing to cooperate if they know the purpose their help is to fulfill.

2) Develop a well-planned procedure for surveying the community in order to identify the resource volunteers. It is important not to duplicate efforts and not to neglect certain resource persons.

3) All school districts would benefit from developing a "volunteer resource publication" which could be distributed to every teacher in the system at the beginning of the school year. This publication would list the resource experts (when they are available), the type of presentation, the appropriate grade level, and how to contact them.

   Two excellent examples of this kind of publication have been developed by the Alton Community Unit School District #11 and the LaSalle School District #122. Both districts

received assistance from their local Chambers of Commerce in developing the directories. The Chamber of Commerce groups sent out informational inquiries and gathered most of the data from the participating firms and organizations.

The purpose of this kind of directory is to inform teachers and counselors of speakers, films, brochures, and visitation opportunities related to career education available from the business and industrial community. For more information regarding the two examples cited, contact:

Directory of Resources for Career Education

Mr. W. Dean Taylor
Director of Guidance
Career Education Committee
Board of Education
1211 Henry Street
Alton, Illinois 62002

Career Counseling Bureau Directory—1974-75 School Year

Mr. Arthur L. Urbanski
Superintendent
LaSalle School District
#122
1145 St. Vincents Avenue
LaSalle, Illinois 61301

4) Members from our councils reminded us that students from a proverty culture generally are not aware of the variety of jobs that exist. It is not very helpful to provide them with just academic descriptions of career options. In order to build confidence in these students so that they can get good jobs, a special effort should be made to recruit volunteers who come from the same background. The reassurance, the first hand knowledge of what is required, why skills are important, and how to hold the job are all more credible and convincing when the volunteer can identify with the background of the students.

5) High School administrations might consider holding "community resources workshops" for teachers, perhaps in conjunction with a community college in that area. The school district could develop a two week workshop or (if the community college is involved) a summer course of several weeks. The primary purpose of such a workshop is to have teachers become more familiar with places of work in the local community. They would visit a number of industrial plants, business offices and other sites, and compile an inventory of resources. The inventory described how the resources might be used in the school such as a list of volunteer speakers and firms that volunteer to have students visit them. They could also find how willing companies are for employing students during vacation periods as well as their interest in cooperating with intern and apprentice programs.

UTILIZATION OF RESOURCE PEOPLE IN THE CLASSROOM—
Some Suggestions from the Vocational and Technical Education Division

A. Purposes

1. To provide occupational expertise not normally available from staff and students
2. To aid instructors in their efforts to keep the course content relevant and current to the actual occupations
3. To make the course more interesting to practical, occupationally-minded students— to relieve the boredom of the same instruction with the "same old stuff"
4. To develop a relationship with community resources that will allow them to play an integral part in the educational programs of the local institutions
5. To provide accurate and usable employment information, particularly as it concerns job relations factors; such as, worker personality, working conditions, responsibilities, opportunities, etc.
6. To provide students with the opportunity to meet with community workers who can serve as sources of information and possible future employers
7. To provide varied viewpoints within an occupational area
8. To provide career information in a specific occupational field
9. Hopefully, to improve the student's zeal for learning in his chosen field

B. How to Obtain Resource People

1. If the guidance department is working in vocational areas and will cooperate in obtaining resource people, then it is recommended that guidance personnel procure the resource people according to the instructor's request.
2. If the guidance department is unproductive in this, then get together with a group of other vocational instructors in cooperation with the administration to compile a list of prospective resource people usable in certain situations.
3. From a prearranged list of resource people with varied backgrounds, types of work and personalities, pick the one who will best fit the situation, subject matter, and expertise that you are seeking.
4. The procurement of the resource person should be by those best acquainted with that person; such as, you, other instructors, another businessman, the advisory committee, a student, a friend of yours, an administrator, guidance personnel, etc.
5. A Chamber of Commerce committee
6. A service club committee of the community

C. Procedure in Obtaining a Resource Person

1. If the resource person is a member of a firm, be sure permission of top management is obtained to use members of the firm. Management encouragement will not only provide the necessary release time from his job, but will provide the recognition the employee

desires and will motivate him to do a better job in the classroom. Without management approval, many prospective resource people will be reluctant to accept under normal circumstances. Many educators follow the practice of contacting the person they want in the company, then asking that person to contact top management for the release time. This procedure works best when you are acquanited with the person and his status with his company.

2. After obtaining the approval of the resource person, set the date to come to the school at least two weeks in advance, preferably 30 days. Send him a letter or card of acknowledgement and thanks for his acceptance immediately after the contact. Send a reminder card showing the date, time, room number and building, if necessary, your office location, and your name (if not personally acquainted) one week in advance. Then, call the resource person's place of work either the day before or the day he is expected. Be sure to obtain an acknowledgement that he is aware of the appointment and that he plans to be there at the appointed time.

3. Always have the resource person come to the school one-half hour ahead. If possible, either meet him personally or have someone meet with him to talk over the purpose of his visit and what he plans to say.

    a. Note: It is imperative that the resource person understand that he is **not selling** his individual company, nor is he recruiting for specific jobs. He is in the classroom to provide information regarding a certain occupation. This is necessary to prevent other companies in the same field from being unhappy about the resource person you choose to address your class. He should also be careful of the usage of trade terms that would need defining to uninformed students.

4. During this one-half hour before class, discuss with the resource person the student "interest sheet" that will be collected from each student at the end of his presentation. Explain that this is not an evaluation of his talk, rather it is used to determine whether the student felt that the talk was given:

    a. On the student's level of understanding

    b. What he actually understood about the subject matter

    c. Whether the student would suggest greater or less detail the next time that occupation is discussed

    Allow the resource person to see the "interest sheets" if he requests it. If he is a potential repeater, it may help him to adjust his presentation to be of greater interest to the class.

5. Encourage a discussion period at the end of the presentation.

6. Instruct your students as to the type of questions they should ask of a resource person. For example: avoid the tendency by some students to say, "How much do you make?" Encourage them to ask, "What is the range of income on your type of work in this area?" etc.

7. Be sure to introduce your resource person to your immediate administrative superior. This makes both the administrator and the resource person feel that they are a part of the overall effort. In short, give the resource person the "V.I.P." treatment. He deserves it.

8. Obtain accurate and adequate background information about the resource person in order that you may give him a good introduction to the students. Also, be sure you know the proper spelling of his name.

9. Mail an appreciation letter to your resource person within a couple of days and send a copy to his management. This causes him to feel appreciated, enhances his prestige, and if he is good, makes it more probable that he will accept a return request later. Be sure to sign the letter personally or over the signature of the department head.

D. Criteria

1. Must have an obvious background of experience in the employment area that you desire to demonstrate to the class.

2. Must have a genuine interest to help the student. Often they will say, "I've always wanted to teach."

3. Must view the acceptance of the assignment as a challenge to their own abilities, after you explain what you need.

4. Must have the personality to "project" their knowledge to other people. Remember, more businessmen have been and are training and instructing people all the time— their own employees or the employees assigned to them as supervisors. Most will have had group meeting and instruction experience—not in the classroom, but under work circumstances.

5. Does not have to be a member of supervision or management. Often the man on the job is the best resource person and often will reflect the approach the student will need for employment after graduation. Management has observed also that often when the man on the job is asked to explain his work before students, he takes greater subsequent pride in his work.

6. Must have a "positive outlook". A negative approach is discouraging to students. Avoid those who feel "no-one knows anything but me," or those who would say, "I wouldn't recommend my type of work to anyone."

7. Must have the ability and willingness to stay within the subject matter area that you desire for your class. Be sure you give him a clear understanding of this in advance with a time limit. Avoid long dissertations on a businessman's past success, etc. This usually is boring to the average student.

All this sounds complicated. You will, however, find that it is simple and easy to work with after the initial beginning. The use of good resource people in your classes will enhance the respect that you have in the eyes of your students and will tend to increase your prestige as an educator in the community. Your administration also will often appreciate the better community relations.

CHAPTER V

Volunteers in Career Education Programs

As we stated earlier, most school districts in Illinois use volunteers to some degree in their "career day" or career exploration programs. Thus, while we could not cite every district that takes advantage of community resources, we thought it would be helpful to identify and describe briefly some of the most successful programs that are dependent upon volunteers from their respective communities. Again, our purpose is simply to encourage local districts to exchange ideas and adapt some of these programs to their particular needs.

"Project Joliet" – Community Approach to Career Education

Project Joliet began in 1970 as a result of mutual concern and discussions of educators and members of the Joliet Region Chamber of Commerce. In order to demonstrate the relevancy of school, the walls of the classroom were extended to include planned career visits as an integral part of the school curriculum. These visits provide students direct contact with workers and hands-on experiences that enable them to understand the relationship between school subjects and what workers do. A program that utilizes local community resources outside of the school, requires community support and commitment that is accomplished through the Chamber of Commerce and other community leaders.

Project Joliet coined the term "community classroom" to refer to planned career visits outside the classroom. Initially "community classrooms" were for junior high students. During the last two years, those expressions are inclusive of kindergarten through eighth grade. Student visits are designed to: (1) observe workers applying academic and social skills on the job and (2) talk with workers about their jobs and the importance of education. Wherever feasible, students receive "hands-on" working experiences at designated work stations. Career visits differ from conventional field trips by emphasizing active student participation and focusing on people. Parents and workers in specific careers come into the classroom to be interviewed or speak in all grade levels. The use of community resources (people and places) are integrated with existing curriculum. Teachers conduct classroom activities that prepare and follow up career visits and people being interviewed. At the eighth grade level, students participate in career days. Community resource people from various career fields speak to the students providing a realistic overview of their particular job, including the requirements in education and/or training. Children learn career development by direct experience with workers and through classroom activities.

Community Resources

Since the origination of the project, both school and community have worked jointly. The Joliet Region Chamber of Commerce has played a key role in getting the project going and communicating the advantages of such a program to other people in the community. The close relationship with the Chamber has provided credibility to the membership of business, industry, and labor. Both the Chamber staff and the Chamber education committee have provided leadership and expertise in conveying the message of "career education."

Early participants in 1970-71, including Joliet Caterpillar Plant, Illinois Bell Telephone, St. Joseph Hospital, and the Joliet Herald News, have provided enthusiastic testimonials and model examples of "community classrooms" that others can observe in action. People from these companies and others assist in recruiting new business and in conducting orientation and training sessions. The community resource committee of the advisory board and the Chamber of Commerce assist in soliciting new resources. Over a hundred different facilities have opened their doors and oriented their employees to career visits for kindergarten to eighth grade.

Primary grades utilize resources that are more familiar and easily accessible to young children; i.e., school workers and community helpers. In later grades, students learn about the less-visible and unfamiliar jobs. From K-5, teachers decide where and when they wish career visits and request

approval from the coordinator. With approval, the bus transportation is paid from the project budget. The junior high program is more formal. A year-long schedule is made in the fall, since these visits involve large business and industrial facilities, and complex government and civic organizations.

Teachers have a definitive role in arranging for community resources from K-5. The coordinator acts as a consultant in these areas by brainstorming possible people and places teachers might use. Additional support and assistance is given teachers by the coordinator, the advisory board, and the Chamber of Commerce in identifying and soliciting resources. Parents and P.T.A. volunteers act as resource people and aid in recruiting others.

The number of resource people the children have contact with is growing at an ever-increasing rate. Since teachers and individual schools have considerable autonomy, an accurate count of people is difficult. Approximately four hundred people were interviewed or talked to students last year. Over two hundred parents were chaperones or teacher helpers.

Demonstration Center Director
Mr. Tom Boldrey
201 East Jefferson Street
Joliet, Illinois 60432
Phone 815/727-4681

Belleville Community School District 118 – "Career Education - Students Going to the Community Resource People"

The Career Education Program at Central Junior High School in Belleville is unique in that the students spend a significant amount of time outside of the classroom visiting business firms, construction sites, and industrial plants to learn first-hand from volunteer resource persons the wide range of career possibilities.

The PTA and other groups raised enough money to acquire a bus for the school, and five faculty members have obtained licenses to drive the bus. This makes frequent trips into the community possible. The project provides opportunities for the junior high students to learn of the occupational needs of the community, as well as to gain operational knowledge of specific job requirements.

Superintendent
Mr. Charles E. Oswalt
Belleville School District 118
105 West "A" Street
Belleville, Illinois 62221
Phone, 618/233-2830

Principal
Dr. H. A. Kirk
Central Jr. High
200 South Illinois
Belleville, Illinois 62220
Phone, 618/233-5377

Tinley Park – Arbor Park School District 145 – "Career Orientation Program"

Life-centered activities are the heart of this program. Students in grades four through twelve are provided a system whereby they receive personal information regarding career opportunities in the community. Volunteer resource persons are not limited to those who can come into the school. The curriculum includes opportunities for individual students to go into the community and personally interview volunteer occupational representatives. The students use tape-recorders and are thus able to share their findings with classmates during an analysis period.

Superintendent
Mr. L. Wayne Krula
Arbor Park School District 145
6141 Kimberly Drive
Tinley Park, Illinois 60477
Phone, 312/532-3668

Project Director
Mr. David Matthews
Arbor Park School District 145
6141 Kimberly Drive
Tinley Park, Illinois 60477
Phone, 312/687-5330

School District 89, Maywood, Melrose Park, Broadview

An active program of exploration and implementation of career education has been in effect in District 89 since the 1970-71 school year.

All twelve of the schools have parent and community involvement in their programs. The district has been highly successful in obtaining support and assistance from service clubs and organizations like Rotary, Lions, and Kiwanis. They have also been able to obtain supportive agreements in career education with such corporations as Illinois Bell and Commonwealth Edison.

District 89 uses a one-page form for obtaining information from volunteer resource persons in the community, which we thought should be reprinted here as an excellent example of how to get useful information that will help the classroom teacher make the best use of the volunteer resource. The form is reprinted on the following page.

Superintendent
H. T. Peterson
1133 South Eighth Avenue
Maywood, Illinois 60153
Phone, 312/681-3933

Career Education Coordinator
Ms. Diane Bernard
School District 89
1133 South Eighth Avenue
Maywood, Illinois 60153
Phone, 312/681-3933

Edinburg Community District 4 — "Career and Affective Education"

The program revolves around the idea of career education with an emphasis on developing a positive attitude toward learning and the world of work. Volunteer occupational informants within the community teach the crucial aspects of career education and supply resources to the students to assist them in becoming more aware of the many skills and other facets concerning occupations. By conducting a community survey at the beginning of the project, approximately 80 occupational resource volunteers were recruited for the program.

Within one year the students in grades five through eight will be able to recognize the worthiness of all types of work with the advantages and limitations of each profession.

Superintendent
Mr. Donald L. Sutton
Edinburg Community District 4
Martin and Campbell
Edinburg, Illinois 62531
Phone, 217/623-5631

Project Director
Ms. Mary Reed
Edinburg Community District 4
Martin and Campbell
Edinburg, Illinois 62531
Phone, 217/623-5933

Urbana School District 116 — "School Community Resource Oriented Career Education"

This Career Education Program is designed to bring parents into the school who would otherwise not be able to participate because of financial resources, limited skills, low self-concept or any combination of these factors. The teachers make it possible to have parents involved in ways where they can feel comfortable and productive regardless of their own perceived or actual limited abilities. This involvement is achieved by constructing a career education program utilizing the occupations of parents in the school. By making adaptations in their program the teachers are attempting to make it possible for all parents to participate and, through this involvement, to improve attitudes toward school both on the part of parents and students.

Superintendent
Mr. Eugene R. Howard
Urbana School District 116
1704 East Washington
Urbana, Illinois 61801
Phone, 217/384-3600

Project Director
Dr. Edward Cieniawski
Washington School
1010 North Broadway
Urbana, Illinois 61801
Phone, 217/384-3670

CAREER EDUCATION RESOURCE

Name of Business Stebel Florist

Type of Business Florist

Address 115 S. 5th Ave. Maywood Phone 344-3069

Contact Person Fred Stebel

Phone (if different) _____

Position Owner

1. Positions involved in company: (list)

Manager	Bookkeeper
Designers	Deliverymen
Clerks	

2. Will company accept career visit: Yes X No ___

3. How many students 15-20 and adults 3-4 may visit at one time?[

4. Best days to visit: Mon. ___ Tues. ___ Wed. X Thurs. ___ Fri. ___

5. Best time, A.M. X P.M. ___

6. Any limitations on days, months? no holidays or day before holidays

7. What materials (pamphlets, free products, etc.) would be available to students?
   brochures

8. Would you be willing to supply 2 employees from your company to accompany 25 students on a career visit? Yes X No ___ If no, why? _____

9. Brief description of career visit. (What will they see?)
   sales area of florist; refrigeration of flowers; workroom; designers in action

10. Would you be willing to send an employee to be interviewed in our classrooms?
    Yes X No ___

11. Job titles of employees you would send:

designer	
manager	

12. How often would you be willing to send employees: (ex. 1 per month, 4 per year)
    2-4 employees per year

13. Any limitations on days, A.M., P.M., months, for sending your employees?
    No holiday periods

Downers Grove Public Schools – "Career Consulting Program"

Students in the high schools are surveyed as to their career interests. These interests are used to plan a program in which volunteer community career consultants are invited to the school to make career presentations to interested students. Students come to these presentations on a volunteer basis. Presentations average about one per week throughout the school year.

Community volunteers also serve on vocational advisory committees and act as career consultants in subject matter classes.

Superintendent
Dr. Arthur C. Wiscombe
Administrative Service Center
935 Maple Avenue
Downers Grove, Illinois 60515
Phone, 312/968-5454

Director of Secondary Education
Mr. Wayne T. Guthrie
Administrative Service Center
935 Maple Avenue
Downers Grove, Illinois 60515
Phone, 312/968-5454

CHAPTER VI

Involving Senior Citizens

Amost all of the advisory council members who worked on this study believe that our senior adults can and should be making a valuable contribution to the educational system. However, most of the school districts that we surveyed have not found significant ways to involve senior citizens. In the few districts that did use the services of retired persons or senior citizens, we discerned that it was often not an organized program, and happened on a hit-or-miss basis.

Therefore, we felt constrained to describe some of the most successful efforts in using senior citizens as well as to make some suggestions for recruiting them. It is our hope that more local districts would be impressed with the valuable contributions made by this particular group of volunteers.

Examples

The Seymour Elementary School in Mahomet Community Unit District 3

Mrs. Joyce Sprague is an interested mother who, in the fall of 1973, approached the principal of her school with a suggestion for a school volunteer program. Mr. James Sayler, principal of Seymour Elementary School, was very responsive and supported the program Mrs. Sprague initiated.

Mrs. Sprague, a mother and professional woman directly involved with handicrafts for Illinois, saw the need for retired citizens to become involved with chidren and for children to become involved with crafts. To recruit volunteers she contacted the local Retired Senior Citizen Program, which has chapters in fifteen other Illinois cities, and two retired elderly neighbors who had expressed interest in the program.

Thus, one day each week the 11 senior citizens are transported by van to the community's elementary school, where they share their experience and knowledge of various crafts with the students in grades one through six. Each craft is taught in an informal atmosphere one hour each week, for a period of five weeks, to a group of children who have personally elected to participate. Following the mini-class, the volunteers are able to evaluate the day's activities during a luncheon provided by the school.

Obvious benefits of this crafts-enrichment program include additional school curricula, the development of student talent and self-esteem, and the opportunity for senior citizens to actively participate in their community.

Principal
Mr. James Sayler
Seymour Elementary School
Seymour, Illinois 61875
Phone, 217/687-4050

Program Coordinator
Mrs. Joyce Sprague
Post Office Box 157
Bondville, Illinois 61875
Phone, 217/863-2039

Bensenville School District 2

Forty-two senior citizens have become an integral part of the local public and special education schools in this community. As members of their local R.S.V.P. Chapter, each contribute four hours a week at the school of their choice.

On the elementary level, these retired volunteers serve in such capacities as bilingual tutors, lunch hour supervisors, and "story tellers," while in the two secondary schools they provide remedial help and classes in the art of woodworking.

At the three area colleges, nine of these senior volunteers provide aid in the audio-visual learning center and library, and in making recordings for the blind.

Transportation for this volunteer program is arranged by the local R.S.V.P. Chapter.

Director
Mr. William Fisher
Bensenville Home Society
331 South York Road
Bensenville, Illinois 60106
Phone, 312/766-5800

Mansfield Elementary School District 17, Farmer City, Illinois

At the initial faculty meeting in August, Mr. Alan Simon, principal of the Mansfield Elementary School, asked teachers and staff members to suggest names of senior citizens who might be interested in helping in various capacities. He strongly believed that senior citizens from the community could instruct children in hobbies, vocations, and farming. Their farms, homes, and places of business could be sites for field trips for small groups.

Encouraged by the positive response of the faculty and the community, the principal had to "get the program going". To do so, lines of communication had to be opened and maintained. Teachers, students, parents, citizens, nursing home administration, school board, media, and central administration had to be kept informed. This was done through visitations, phone calls, speeches, and at community meetings.

About two or three weeks into the school year the principal and one teacher spoke at a local church. Their subject was "Education Today." The teacher brought instructional materials and answered questions. At the end of the meeting, the principal took the opportunity to explain the senior citizens program. He asked for help, noting that even a one-time visit would be beneficial. He stated that there would be no pressure from schedules, but that any assistance would be appreciated. Questionnaires entitled "Parents and Grandparents Are Helpers, Too" were distributed. The group was asked to put their phone numbers down and advised they would be contacted within ten days and invited to the school library for a meeting.

About ten questionnaires were completed and the people contacted. Teachers attended the meeting and paired up with volunteers. They discussed school programs and special interests.

By the first week in October, eight senior citizens were involved in the Mansfield Elementary School program. They had been recruited from the church talk, by an article in the local newspaper – but more often, just through word-of-mouth from someone associated with the school. They were encouraged to come in and talk with teachers and the principal.

Once the program was off the ground and senior citizens were involved in the elementary school program, the principal had to facilitate direct communication between teachers and senior citizens. He had to keep the citizens informed of the school schedules and the changes in personnel. He had to arrange for transportation. He also had to encourage citizens and praise them for their contributions. Another maintenance function involved seeing that students and senior citizens had places to meet. Organizing a Christmas party, calling on local groups, and placing articles in the local papers were other ways of keeping enthusiasm and participation high.

Throughout the project, the principal viewed himself as a facilitator of communication. As a facilitator, he trusted others and felt that their active participation would lead his role as the setting of the climate for active participation. He had the additional responsibility of helping participants clarify their purposes and roles in the program. The final responsibility revolved around the ability of the principal to organize and make available the widest range of options for participation.

Principal
Mr. Alan Simon
Mansfield Elementary School
Mansfield, Illinois 61854
Phone, 217/489-2291

Benefits of the Senior Citizens Program

Most educators, parents, and others interested in the learning process are quick to point out that self-respect and learning to get along with others are worthy goals of an elementary school program. If this is so, involving senior citizens in the elementary school program is a means of teaching concern for others by practicing it. Senior citizens working in the elementary school can be a history lesson, a lesson in human relations, a lesson in communication, a lesson in crafts, a lesson in almost anything. It is a chance for children to learn from the experience of others. It is a chance for senior citizens to feel needed, wanted, and important. It is a chance for the school to serve the community. It is a means of learning to respect oneself by working with others. It is learning by doing. It is the type of education which develops power to share effectively in social life. . .it forms a character which not only does the particular deed socially necessary, but one which is interested in the continuous readjustment which is essential to growth. Interest in learning from (and about) all the contacts of life is the essential moral interest.

The Principal's Role in Involving Senior Citizens

The principal's role in involving senior citizens in an elementary school program could be outlined in the following manner. Although the senior citizens' program described in this article was implemented in a small rural community, the purpose of the outline is to direct a principal in initiating and implementing a senior citizens' program in any locale.

1) Assess the situation. Are there many senior citizens in the community? Who are they? What do they do? Are there nursing homes near the school, or housing projects for senior citizens?

2) Discuss the idea of senior citizen involvement with faculty. Do they approve of such projects? What roles would faculty members play? What roles would faculty members see for the senior citizens in the school environment?

3) Contact interested senior citizens. Are there club meetings, church groups, and/or nursing home administrations who would allow principals to speak? Can students and staff members contact senior citizens who might be interested? Do senior citizens, teachers, and community members support the program? Are they willing to participate? Can interested teachers meet with senior citizens, nursing home residents, and elderly residents of housing projects?

4) Initiate the program. The principal makes arrangements for regular visitations to various facilities in the community. The principal arranges for senior citizens to visit teachers and students. The principal begins to set up schedules. The principal aids in screening and matching teachers, students, and senior citizens.

5) Maintain the program. The principal does this by keeping people informed, getting more people involved, and by getting himself involved. He encourages media coverage, arranges transportation, and assures the use of available facilities.

6) Facilitate program improvement. Most important the principal should be a facilitator. He helps to organize and make available a wide range of options for teachers, students, and senior citizens. The principal must assure that the climate for participation is friendly. The principal must make an effort to provide an environment which encourages optimal learning.

Suggestions for Administrators Regarding The Volunteer Tutor

The following recommendations are the result of observations and experiences of several individual council members:

I. We strongly recommend that permission be secured from parents before their children are assigned to a volunteer tutor.

II. It is very important to communicate to the volunteer tutor the seriousness of his or her commitment throughout the program. The student's faith in his tutor (and the program) can be completely undermined when a tutor fails to appear at a scheduled session.

III. An important attribute to look for in selecting volunteer tutors is "a genuine liking for children." Volunteer coordinators around the state reported to us that the understanding and sensitivity of the tutor to the problem of the student is the primary factor in instances when the student has obviously benefited and measurably improved academically.

IV. If the volunteer tutor is going to be utilized during the regularly scheduled school day on a long term basis, then the Rules and Regulations developed by the State Teacher Certification Board shall apply. (See Part III of "Clarification of Sections of **The School Code**").

Since many school districts will be developing their own training program for volunteer tutors, we recommend the training sessions include the following areas:

(a) expectations and limitations of the volunteer tutor's role

(b) a core of experiences focusing on understanding human growth, behavior, and development

(c) specific competencies concerning methods and techniques used in successful one-to-one instruction

(d) skills in developing a relationship of mutual respect between tutor and student

V. Since the great majority of volunteer tutor programs are begun to help remedial readers, we recommend the following two publications as some of the most helpful material we have found:

Handbook for the Volunteer Tutor, compiled and edited by Sidney J. Rauch. Order from International Reading Association, 6 Tyre Avenue, Newark, Delaware, 19711.
Guidelines to Teaching Remedial Reading for the Disadvantaged by Lillie Pope. Order from Book-Lab, Inc., 1449 37th Street, Brooklyn, New York, 11218.

CLARIFICATION OF SECTIONS OF THE SCHOOL CODE – RULES AND REGULATIONS WHICH AFFECT THE SCOPE OF VOLUNTEER SERVICE

In this section we find it useful to categorize volunteer assistance into four definite areas of services and functions, and then comment on the relationship of each category with **The School Code** and/or Rules and Regulations.

The categories are:

1. resource volunteers enriching the curriculum in areas requiring special skills and knowledge or unique experiences

2. volunteers providing administrative and clerical assistance that is not directly related to the instructional process

3. volunteers giving special aid to children with exceptional talents or difficulties and providing ancillary one-to-one or small group assistance

4. volunteers providing community and social service assistance

I. Regarding the Use of Volunteer Resource Persons

Section 10-22.34b of the **School Code of Illinois** permits the utilization of a person with specialized knowledge or experiences as a guest lecturer or resource person in the classroom under the direct supervision of a certified teacher assigned to the classroom on a regular basis.

Thus, only the prior approval of the local school administration is required in order to take advantage of the enrichment that special resource people in your community can provide for your students.

The following examples are included in this category:

(a) a demonstration by a cabinet maker of the tools and their uses necessary for this craft

(b) an explication of a famous masterpiece given by the PTA "Picture Lady"

(c) a slide presentation given by a local resident who has spent the past four years living in the Middle East

(d) a candid group discussion with an attorney who has worked as a public defender during the past year

(e) a visit to a new factory where the foreman explains the automated assembly line

(f) an engineer bringing a model of a vacuum pump and explaining the many applications for this important invention

(g) a registered nurse discussing the training, skills, and tasks involved in professional nursing

(h) a retired farmer presenting an historical overview of changing farm conditions in Illinois

(i) a native of Mexico modeling some traditional garments and teaching the children a song in Spanish

(j) a local musician demonstrating on the piano the various sources of jazz

(k) a parent conducting a puppet workshop during the lunch hours

All of the above examples were offered as "one-time" appearances by the volunteer. However, suppose any of the volunteers in the examples used were so exciting and motivated your students to such an extent that you wanted the volunteer to help with the entire unit of your curriculum plan. In a situation where you are seeking specialized instruction for extended periods of time, the following section of the **Rules and Regulations for the Utilization of Teacher Aides and Other Non-Certificated Personnel** shall apply.

Specialized Instruction by Non-Certificated Personnel

1. **The School Code of Illinois** authorizes the use of non-certificated persons, under the direction of a certificated teacher, to provide specialized instruction not otherwise readily available in the immediate school environment, in the fields for which they are particularly qualified, by reasons of their specialized knowledge or skills as provided in section 10.22.34.

2. The following guidelines shall be used by the Superintendent of an Educational Service Region to determine whether or not specialized instruction should be approved.

   (a) The certificated person in charge of the educational setting associated with the specialized instruction must provide specification of the material to be covered and the amount of time to be allotted for the specialized instruction.

   (b) Specialized instruction may be provided in the school or away from the school facility, provided a safe and wholesome environment for the student is ascertained by the local school district.

   (c) Before specialized instruction by a non-certificated person may be initiated, the superintendent of the district must receive written approval from the Superintendent of the Educational Service Region as to the qualifications of the particular non-certificated person, the specific instruction he is to provide, the precise functions to be served, the total number of hours he is to provide such instruction, and any compensation to be paid that person.

   (d) Professional competency or outstanding proficiency in the specialized area to be taught must be identified by the district superintendent.

II. **Regarding the use of volunteers to perform supportive services for the schools**

Sections 10-22.34 and 10-22.34A of the **School Code of Illinois** permits the use of volunteers for school activities not directly connected with the academic program of the schools. The following examples are included in this category:

(a) checks and records student attendance in the office
(b) shelves incoming books in the library
(c) makes simple repairs on damaged books
(d) keeps instructional equipment and media in working order
(e) helps to monitor lunch-room conduct
(f) helps on playground, during free play and not during part of an organized physical education period
(g) collects material for, and helps prepare, class displays and bulletin boards
(h) helps to construct educational games and lesson kits
(i) chaperones on field trips
(j) catalogs and files instruction materials

III. **Regarding the use of volunteers who assist with instruction such as teacher aides and regularly scheduled tutors**

The following guidelines were developed by the State Teacher Certification Board pursuant to Sections 10-22.34, 10-22.34A, and 10-22.34B of **The School Code of Illinois.**

Definitions

1. The term "teacher aides" shall be used to refer to the non-certificated personnel authorized by law and employed to assist in instruction.

2. "Immediate or direct supervision and control" shall refer to the teacher's responsibility for continuous management of the teacher aide's activities.

3. "Instructional judgement" shall refer to the teacher's responsibility for making the determination of a student's scholastic activities.

4. "Continuously aware" shall denote the requirement that the teacher shall have full knowledge of the teacher aide's activities and shall be able to control or modify them at any time.

Utilization of Teacher Aides

1. A teacher aide shall be under the direct supervision and control of a fully certificated teacher when assisting with instruction. Areas of instruction requiring such supervised assistance shall include, though are not necessarily limited to, classrooms, laboratories, shops, playgrounds, organized physical education periods, libraries, if utilized as instructional settings, and such other educational settings where instructional judgement requires the supervision of a fully certificated teacher.

2. Teacher aides shall not be utilized as substitutes for or replacements of certificated teachers, and they shall not have equivalent responsibilities. Certificated teachers shall exercise professional judgement when assigning duties, such duties not to infringe upon the "instructional judgement" reserved for teachers.

Approval of Teacher Aides

1. Teacher aides shall be issued a statement of approval attesting to their satisfactory fulfillment of qualifications, such statement to be issued by the State Teacher Certification Board.

2. Effective July 1, 1974, no one shall act as a teacher aide without a statement of approval.

Qualifications for Teacher Aides

To secure approval to serve as a teacher aide either of the following qualifications shall be met:

1. (a) Successful completion of a teacher aide training program approved by the Illinois Office of Education in consultation with the State Teacher Certification Board shall be required as of July 1, 1974.

   or

   (b) Persons may secure approval to serve as teacher aides by evidencing successful completion of at least thirty (30) semester hours of college credit in a recognized institution of higher education.

2. A teacher aide is subject to that portion of Section 24-5 of **The School Code of Illinois** requiring physical fitness and freedom from communicable disease and the statute requiring annual evidence of freedom of tuberculosis.

Administration of Teacher Aides

1. Each school district shall sumit a list of all teacher aides employed by that district to the Illinois Office of Education each year with the School District Annual Report and Application for Recognition.

2. Improper use of a teacher aide by a school may affect the recognition status of that school.

3. Each school district shall maintain a file for each teacher aide, including his or her functions, and included in that file shall be the statement of approval and evidence that an aide has met the other qualifications established for teacher aides.

Colleges wishing to prepare teacher aides shall be required to submit a program for the preparation of teacher aides to the State Teacher Certification Board for approval. In addition, a local district or districts in cooperation with a college may submit a program for approval. To be approved such programs would be required to include a distribution of work in the following areas:

Area one - a core of experiences focusing on understanding human growth, behavior, and development

Area two - specific competencies concerning methods and techniques used in the classroom by a teacher aide

A. rules and responsibilities of teacher aides
B. instructional materials skills including operation of equipment and preparation of materials

Area three - practicum experience

Documentation of satisfactory preparation and experience in an area or areas must be provided for waiving portions of such program requirements in individual cases.

IV. **Regarding the use of volunteers who provide community and social service assistance**

Since this kind of volunteer service is not directly related to the academic program or instructional process, there are no rules and regulations affecting the scope of this service.

The following are examples included in this category:

(a) a parent who serves as a liaison between neighborhood groups and the school

(b) a group of volunteers trained to conduct a community-wide survey for the school

(c) volunteers who assist the adult education and recreation offices with programs involving community groups

(d) a volunteer who prepares and distributes a weekly calendar of school and community activities to take place on school facilities

(e) a volunteer who works with social workers and community school representatives on problems of mutual concern

(f) volunteers who help disseminate information to the community regarding the importance of impending bond issues

CHAPTER VIII

Five Case Histories of Volunteer Programs

Several of the well-established and successful school volunteer progarms throughout Illinois had very humble beginnings and began with enthusiastic persons or groups within the community. The following four case hsitories illustrate what can be accomplished with a little enthusiasm, imagination, and caring. We could have included many more cases histories; however, we felt these four were representative of the various kinds of beginnings that volunteer programs can have.

Springfield

In 1965-66 the Westminister Presbyterian Church Women's Association became interested in a school volunteer program and approached the school district's administration to offer their services. A pilot project was initiated in two elementary schools and was so successful that a part-time volunteer coordinator was then employed. The coordinator was paid a nominal fee and worked from her home.

Nine years later the volunteer program in the Springfield Public Schools has expanded from the original ten volunteers to over 300 volunteers in what is considered a very successful volunteer program. The volunteer coordinator, Mrs. Doris Bucari, works cooperatively with the principals and teachers of the schools in the recruiting, training, placing and evaluating of all the volunteers.

Most of the volunteers are parents from the community as well as members of service organizations and students from the recently established Junior Colleges. Volunteers give an average of two-to-three hours per week, and some of the volunteers do typing or work in thei- homes.

With the expansion of the program, Mrs. Bucari stated that the ideal situation now would be to hire a full time volunteer coordinator who would work out of an administrative office in the school.

Winnetka

The Winnetka, Illinois school volunteer program began in 1959. It was known as the Project for Academic Motivation, because the volunteers worked with elementary school students who were identifeid as academic underachievers.

In 1961, 64 third-grade students were selected as having average or better intelligence but relatively poor classroom performance. Academic enrichment projects with volunteers were designed for a period a week with each of 32 students selected at random from the original 64. The coordinator worked with each volunteer to plan an individualized project for each student. The project was intended to expand on the student's interest, the volunteer's knowledge, and the classroom curriculum. Thus a retired Naval officer might do a geography project related to classwork with a student, capitalizing on the student's interest in foreign stamps or coins. The coordinator reported regularly to the classroom teacher who was able to underscore the interest and achievement of the student's work with the volunteer. At the end of a school year the experimental group had improved markedly over the control group in attitudes toward learning, library skills, and school attendance.

Currently the program has expanded from its original small-scale tutorial project to the present Volunteer Talent Pool under a new director, Mrs. Robert Frick. The Volunteer Talent Pool, a parent organization for the north and west shore area, supplies over 600 volunteers for approximately nineteen schools in the area. The Talent Pool is a non-profit organization which has not only added an extra dimension to the schools, but has just as importantly helped give a new sense of direction and meaning to the entire community.

Decatur

Almost nine years ago a former teacher read an article about the use of volunteers in the schools of another state and decided that the Decatur schools should have such a parogram. Working with the

school district, this interested citizen initiated a small volunteer program. The program became so successful that a year and half ago the school district realized the need for a paid, part-time volunteer coordinator.

Mrs. Ardell Christianson, the volunteer coordinator of the Decatur schools, has met with much success and great expansion of the volunteer program. Volunteers have served as tutors and have worked in the Instructional Materials Center. The tutors now have tutor training once a month. Areas of concentration are reading and math. Both school personnel and textbook consultants conduct the training sessions.

I.M.C. volunteers have a training school library in which they work. They meet as a group for special workshops on book repair and general information once a year.

However, with the last two years, many new volunteer programs and opportunities have developed. A new P3 Program (Parent Participation Program) has interested parents working cooperatively with kindergarten teachers by assisting in the classrooms. Mrs. Christianson, with the help of kindergarten teachers, recently compiled a manual for kindergarten teachers on "How to Use Volunteers in Your Classroom."

An all-parents information day was held this fall. The total readiness program was covered, interest centers were emphasized, tips to follow at home to help insure success for your child in kindergarten were given, and parents signed up to participate. A talent file of citizens in the community who would be willing to serve as resource volunteers is available. Thus, with this special use of volunteers, mini-courses can be offered in the schools. Senior citizens have been extremely helpful in this pro-program.

Due to a recent explosion in Decatur, the high schools are now on a split-shift schedule. Taking advantage of this schedule, high school students are participating as volunteers in Jr. High and grade schools. In addition, a reading lab and new math program are manned by willing volunteers.

Volunteers only serve where teachers request them. Teachers are briefed on "the tender feeding and care of volunteers" at a staff meeting.

Last year over 800 people served in some capacity as volunteers in the Decatur Public Schools. This number and the newly developed programs speak for themselves in terms of expansion and success of a volunteer program that began with just one interested citizen.

Rockford

Project S.O.U.R.C.E. (Service of Uncovering Resoruce in the Community for Education) was developed by the local chapter of American Association of University Women and patterned itself after the Volunteer Pool of Highland Park - Winnetka and other similarly successful programs throughout the country. The project, approved by the Rockford School Board in October, 1970, started as a pilot program in one of the elementary schools with about 30 volunteers and has been steadily expanding ever since.

Presently there are two phases of programming within Project S.O.U.R.C.E.: 1) resource leaders or speakers are available to teachers of all public schools who submit requests, and 2) on-going classroom volunteers are provided to schools upon request. Through Project S.O.U.R.C.E. there are twelve co-ordinator schools in Rockford which use on-going volunteers in the classroom and have a volunteer coordinator as a liaison to the S.O.U.R.C.E. headquarters. The remaining schools in Rockford use volunteers as community resource people coming into the schools at designated times.

Project S.O.U.R.C.E., under its director, Ms. Sally Pike, is presently expanding at a rapid rate. From the original 30 volunteers, there are now about 300 volunteers in all the Rockford Public Schools. By the end of the year it is hoped that the use of volunteers will be expanded into the middle school and that high school students will participate as volunteers on a regular basis for high school credit.

Galesburg

In the fall of 1974, the Parent Advisory Council was reactivated at Steele Middle School in Galesburg. This group consisted of 18 parents and 3 teachers who served in an advisory capacity in areas of school policies.

One of the first tasks undertaken by this group was an effort to involve parents from the community in working to improve their school. Project "Give Us One Hour" was developed, the goal of which was to ask each parent to give one hour per week to working in the school or in their own home on a school-related project.

A letter was sent to each of the school's 250 families with a list of the limitless ways they could participate. This was followed by a personal call from the advisory council members. Well over 200 of the parents responded enthusiastically.

A permanent card was made on each parent, listing the ways and number of times they volunteered. These cards provided for a more even distribution of volunteer tasks and hours and prevented the same one or two volunteers from being over-burdened. Volunteers help with such tasks as aiding with office work, collecting needed materials, doing tape recordings and typing at home, and acting as career resource speakers.

Mr. James O'Hern, principal of the school, distributes "Happy Ads", based on the regular newspaper want ads, to inform the parents of the ways they can participate each week.

IT IS HAPPENING IN ILLINOIS – IN OUR SCHOOLS

While there are many outstanding school volunteer programs throughout Illinois, it would be an impossible task to try to describe all of the successful programs here. Thus, the following descriptions of volunteer programs represent a random sampling of the different ways volunteers are being used in the schools.

"The High Risk Students" – Mattoon

In this unique program, parent volunteers help their own children in their own homes. Parents attend eight meetings a school year. The meetings run 2½ hours each. Parents learn behavioral management and communication skills to practice with their children at home. For some part of every day the parents utilize the social reinforcement skills learned at the school meetings. Fifty parents are involved.
Project Director – Mr. Richard James, 1200 South Ninth Street, Mattoon, Illinois 61938, phone, 217/234-8859.

"Model School" – Elgin

The concept of parent/community involvement has been an integral part of the Model School since its inception. Parents and community representatives were involved in the planning stages of the school and have continued to support the school at many levels. The following **volunteer** groups greatly assist the "Model School" staff:

1. Community Task Force – a 16 member committee serves as the liaison between all elements of the school and the total community.
2. Curriculum Committee – consisting of students/parents/staff. Surveys conducted by the committee disclosed many available resources through the parents, students, staff, community members, and field trips which produced informative background experiences for the students. Two hundred fifty-five of the two hundred eighty-six children involved in the program were participants in the community experience program.
3. A volunteer coordinator desk is manned every morning and afternoon each school day as a resource center. All phases of parent/community involvement are funneled through here; i.e., transportation requests are filled; math and reading aides are scheduled; open houses are planned, etc. The desk maintains a file on each parent indicating areas of interest or availability.
4. Community Explorations Program – students venture into the community and acquaint themselves with business experiences.

Project Director – Thomas Dahlfors, 4 S. Gifford Street, Elgin, Illinois 60120, phone, 312/697-0884.

"Early Prevention of School Failure" – Peotone

Parent Advisory Council (PAC) – all volunteers
Community Advisory Council (CAC) – all volunteers
The Pac was a self-initiated group of parents who worked with principals, teachers, and parents in promoting the program now and in the future. Individualization with children takes place in the classroom by 28 teachers, teacher aides, and parent volunteers in the Southern Will County schools. Forty-five parents are trained to assist the classroom teachers in the Braidwood School District. The other 11 school districts throughout the Southern Will County schools are utilizing one or two parent volunteers daily. Parents regularly come in once a week and assist in preparing materials for the Learning Center. The volunteers work either on a one-to-one or a small group basis with the children. The parent may be assigned to a specific child or group of children, or the parent may be requested to work with different children and activities in each class. One father in particular participated as a community resource person every other week for one-half day.
Project Director – Mrs. Luceille Werner, 114 North Second Street, Peotone, Illinois 60468, phone, 312/258-3478.

Visual Aid Workshops – Johnston City

Enthusiasm and understanding between parents and teachers are developing even more trhough visual aid workshops taking place in the Johnston City Schools. During the afternoons, volunteer mothers met with teachers to pool resources and help replace visual material to be used by primary teachers in the classroom with the assistance of the teachers. Such items as bulletin board displays, educational games, special design word cards, and skill activities were made by the willing and enthusiastic mothers. This kind of parental volunteerism is an example of the community-school involvement and good will fund in many of the volunteer programs throughout Illinois.
Contact: Dr. Remo Castrale, Superintendent, 306 East Broadway, Johnston City, Illinois 62951, phone, 618/983-8021.

Community and Schools Work Together – Springfield

The first Presbyterian Church in Springfield works cooperatively with one of the elementary schools in the community by providing a tutoring session for students having difficulty with reading. The tutors, who range from students to parents and businessmen, spend about 1½ hours with the children one evening a week at the church. The children are brought to the church and taken home again by a special bus provided by the church. The program's goal is to increase reading skills as well as to help the children develop more positive self concepts. After an hour of a one-to-one relationship between tutor and child, everyone gathers together for a snack and group games.
Project Director – Mr. Art Smith, First Presbyterian Church, 7th and Capitol, Springfield, Illinois 62701, phone, 217/528-4311.

'Model Early Intervention Pre-Kindergarten Program" – Park Ridge

Two volunteers from each of the 28 local elementary schools and the 11 parochial schools assist the project staff in screening children prior to their entrance into school. Door-to-door canvassing is done by these 76 mothers to determine pre-school or elementary school children who could benefit from this pre-kindergarten program. In the forthcoming school year parent volunteers will also be involved in registering three and four year olds from the township into the program. In addition, most of the clerical work will be done by parent volunteers.
Project Director – Mr. Richard Framke, Oakton School, 2101 Oakton Street, Park Ridge, Illinois 60068, phone, 312/696-0214.

"Project Renewal" – Quincy

The purpose of this Title III staff development program is to identify the needs of teachers and the resources in the community that are available to meet those needs. A support team, consisting of professionals, students, and community volunteers, goes into a school for a specified length of time with pre-planned activities in order to develop an appropriate program for the specified classroom. In addition, a catalogue of the community resources has been developed and maintained for this program.
Project Director – Ms. Judith Hampton, 1444 Maine Street, Quincy, Illinois 62301, phone 217/223-8700.

"Each One Teach One" – Charleston

This volunteer program is sponsored by the charleston League of Women Voters and is currently in its seventh year. The goal of the program is to provide students with a one-to-one relationship with an adult, a relationship of warmth, acceptance, and understanding. Volunteers under the direct supervision of a teacher spend at least one hour per week for the entire school year working with the child to whom he is assigned. Volunteers must also attend a comprehensive workshop to acquaint them with the philosophy and methods of the volunteer program. Teachers fill out pupil referral forms for those students who they think would benefit from this individualized program. In addition, students must have parental permission before participating in the program . Last year 44 volunteers went into the school and worked with 93 children in kingergarten through ninth grade.
Contact: Mary Ackerman, 1019 Coolidge Avenue, Charleston, Illinois, 217/348-8343 or Ginny Butler, Rural Route 4, Charleston, Illinois, phone, 217/345-3533.

The Learning Exchange – DeKalb

The DeKalb Learning Exchange is a free, non-profit, tax-exempt telephone information service that gives people of all ages the opportunity to teach, learn, and share their interests. It began in October, 1972, and served more than 1,400 persons in its first year. The Learning Exchange is operated by two coordinators, former DeKalb school teachers, who work to bring the schools and community resources closer together. They are assisted by a group of volunteers who man the phones as well as assist with clerical tasks. The idea behind the Exchange is that everyone has learned something he can share, and that people want to continue to teach, learn, and share interests. To participate, you simply call the Learning Exchange, 815/758-0317, any weeknight from 6–10 p.m. or Saturday from 1–5 p.m., and tell the volunteer on duty the skills, hobbies, or topics of interest you want to teach, learn, share, or discuss. The volunteer will then give you the names and telphone numbers of all the people who called before you with similar interests. You then can contact those people to make meeting arrangements. If no one with your interests has called prior to you, your name is put on file for future callers. There are now over 500 topics registered by over 900 people of DeKalb County.
Conatct: Rob Schaeter or Sue Chase, 633 West Locust, DeKalb, phone, 815/758-0317.

Project Follow Through – East St. Louis

Project Follow Through is a Title I research and development program designed to carry the benefits of Headstart into the public schools. In 1967, thrity pilot projects were initiated nationally. Presently there are 173 Follow Through sites, five of which are in Illinois. The East St. Louis project went into operation in 1968 and has now expanded to thrity-nine classes, levels kindergarten through the third grade. Follow Through's success is largely based on enthusiastic parent participation, as well as a strong in-service training program. The Project Follow Through site in East St. Louis is an exemplary model of community-school involvement and cooperation. Teachers and parent teacher aides instruct the children in small groups with the classroom. In addition, the community shares the benefits by parent volunteers using the school ficilities to teach other parents in the community such arts as sewing and crafts, etc. The in-service training part of the program involves everyone who participates in Project Follow Through. A member of the University of Oregon, the sponsor for the East St. Louis project, visits the site on a monthly basis for a few days of intense in-service training. This training is then continued on a weekly basis by a teacher coordinator who has been specifically trained by the sponsoring institution.
Contact: Kay Green, 907 West Nevada, Urbana, Illinois 61801, phone, 217/333-6770.

V.I.S.I.O.N. – South Holland School District 151

Volunteers in Service in Our Neighborhood is a non-profit community program designed to assist teachers with non-professional duties so that children can benefit from more teacher attention each day. This volunteer program functions through the cooperation of an advisory committee, principals, coordinators, teachers, and the director of the V.I.S.I.O.N. program. Volunteers in this program are paid $2 per hour, but must give one-third of their working time as a volunteer service. All volunteers are required to attend a training session in August as well as participate in a minimum of a 12-hour or more trial period to insure mutual satisfaction.
Project Director – Mrs. Elizabeth Jackson, 155th and 8th Avenue, Phoenix, Illinois 60426, phone, 312/339-7016-17.

Junior League Trains Reading Volunteers for Schools – Champaign

Two years ago several members of the Junior League of Champaign took a Right to Read training course so that they, in turn, might organize their own training program for individuals in the community interested in tutoring children in the schools. In cooperation with the school district and in consultation with the University of Illinois School of Education, last year over fifty people were trained in this comprehensive 20-hour course. Meeting for eight days, the tutors were given explicit instructions by means of video tapes and a tutoring handbook compiled by the trainers. Understanding of the handbook came through the course itself. The volunteer tutor reading program was so successful that the Junior League and school district are now developing a training program for tutors in math.
Project Director – Ms. Brenda Lerner, 1202 Foothill Drive, Champaign, Illinois 61820, phone, 217/352-3337.

Parent Volunteers at Work in Chicago Schools

Since there are more than 600 schools in District 299, Chicago is divided into three area districts, each of which has a volunteer coordinator. These coordinators have helped to recruit and screen over 1,400 volunteers in the past two years.

Several of the schools have established "parent rooms" in which parents help to construct educational toys and games and make alphabet letters for bulletin boards and displays. Further, these parents may browse in the "parent room", with or without children, and examine a variety of teaching and parent-oriented materials. In addition, volunteers act as interpreters for foreign-speaking parents and children, assist staff in Back-to-School Drives and school beautification, as well as assist the PTA with such activities as membership, program, and communication.

Audrey Ongman and Bernice Robbins, two of the volunteer coordinators, are particularly interested in obtaining volunteers who would primarily serve as "non-evaluative adult friends" to children. Contact: Audrey Ongman, Volunteer and Teacher Aide Coordinator, Chicago Board of Education, Room 1003, 228 North LaSalle Street, Chicago, Illinois 60601, phone, 312/641-4200.

Wheaton Community Unit School District 200

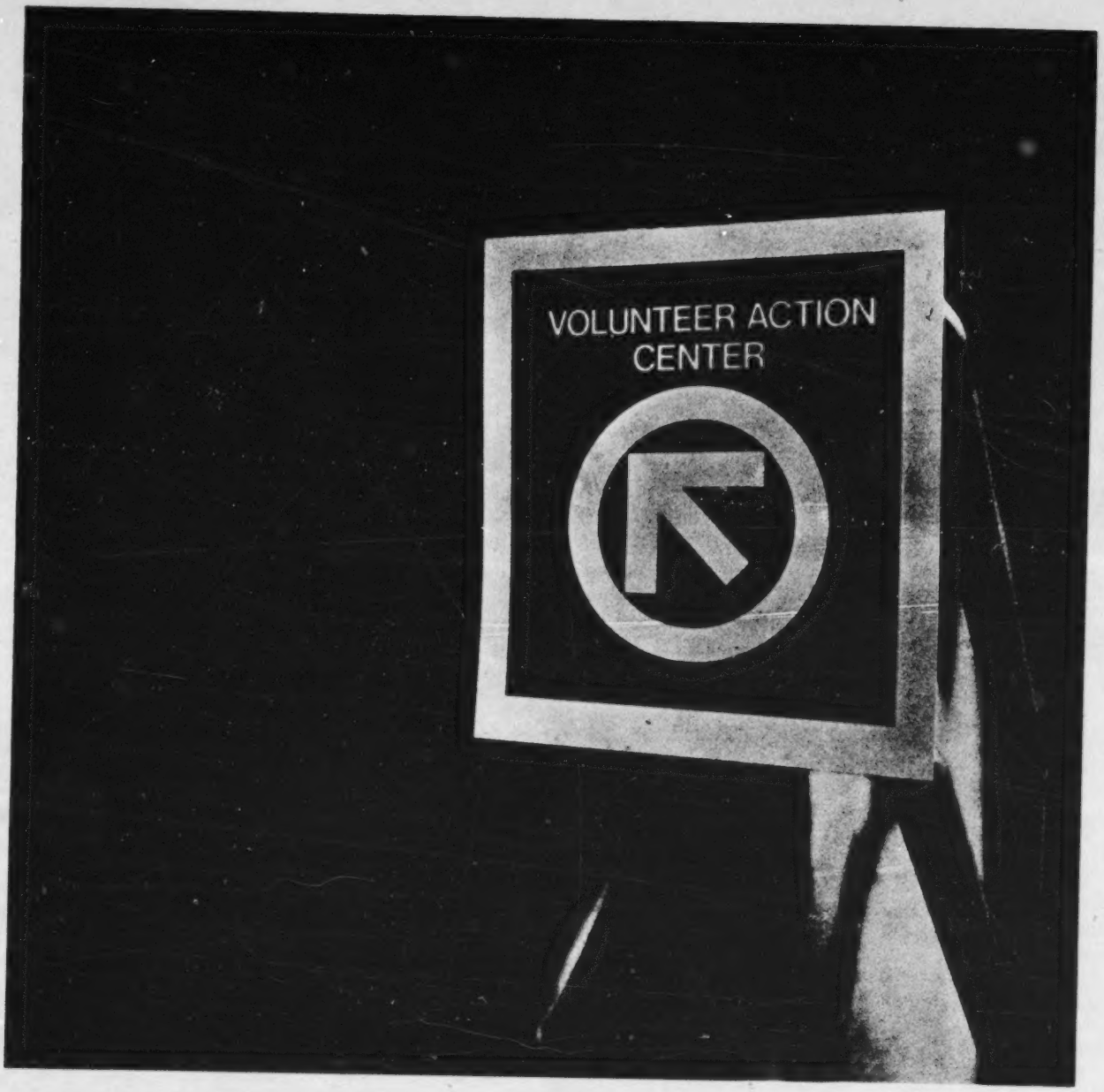
Last year this suburban school district had 580 parent volunteers involved in their library and learning center programs. The volunteers have contributed approximately 37,800 hours which would have cost $75,600 if contracted for at $2.00 per hour. The district's success in recruiting this large number of volunteers is primarily due to using the existing structure of their well organized PTA. The PTA has a library learning center chairperson in each of the twenty-two schools in the district. Throughout the year the library chairperson at each school is responsible for recruiting, scheduling, and placement of volunteers. The chairperson arranges for substitutes when someone cannot make the assignment time on a particular day. This procedure reduces the administrative burden for the building principal. Contact: Ms. Alda Young, Director of Library Services, Community Unit School District 200, 130 West Park Avenue, Wheaton, Illinois, 60187, phone, 312/653-0200.

Riverside-Brookfield Township High School District 208

Three years ago Riverside-Brookfield High School implemented a parent volunteer program which has been highly successful in making the school's library services available to the maximum number of students.

Under the direction and supervision of the library personnel, volunteers donate their services for three hours on a scheduled basis, one day a week during the school year. The volunteers perform such library assistance as book mending, shelving books and magazines, typing, writing overdue notices, processing pamphlets, dry-mounting and laminating materials, filing, and checking bibliographies. Contact: Mrs. Dawn Heller, Coordinator of Media Serivces, Riverside-Brookfield High School, Riverside, Illinois, 60546, phone, 312/442-7500.

APPENDIX



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The PTA, A Primary Source For Volunteers In Illinois Schools

Nationally, the PTA has given seventy-eight years of voluntary service to the schools in this country. Hundreds of our schools in Illinois are extremely fortunate to have active and well organized Parent Teacher Associations. Many of the PTA chapters are attempting to develop more meaningful relationships between the school and community and to eliminate the stereotype of a PTA as a "group of ladies pouring tea". It would be a sad irony indeed if a school administration began developing a volunteer program and neglected to avail itself of this primary resource.

There are some very practical advantages to looking toward the local PTA in initiating a volunteer program. First, an organizational structure already exists which includes a working communication network. For example, most PTA's have a "Room Representative" program. Room representatives can be of invaluable assistance in recruiting volunteers.

If the school uses parent volunteers to enrich classroom work, PTA members may be asked to fill out questionnaires on their talents and special interests. Room representatives are sometimes requested to assist in the distribution and collection of the questionnaires.

If a teacher desires it, an inventory of skills, talents, specialized knowledge, collections, and hobbies that the room's parents can provide to the class can be made by the room representative.

Many room representatives recruit parents to assist with field trips, class parties, registration, health examinations, and other school activities in which voluntary assistance is requested and can be utilized to the best advantage.

Secondly, the PTA is an excellent source for finding a volunteer coordinator. Very often a past president, current officer, or any other active member has the enthusiasm and leadership necessary for the task. Frequently such persons are well informed about their school and community and know right where to go to get the best volunteers to begin the program.

Finally, there is an added bonus for any administrator who might be concerned about liability or insurance coverage. All PTA local chapters belonging to the Illinois Congress of Parents and Teachers pay insurance premiums in order that all PTA members are protected while performing volunteer services.

Voluntary Action Centers, Volunteer Service Bureaus, and Volunteer Talent Pools — A Major Resource for the Schools

Many school districts in Illinois are extremely fortunate to be in communities where there are volunteer centers, bureaus or pools. Many of the successful volunteer programs in existance today received their initial help from these non-profit agencies.

School districts interested in initiating a volunteer program or expanding their present program would do well to contact the nearest established volunteer agency for assistance in coordinating, training, scheduling, and even obtaining volunteers. Although these agencies serve many more needs in the community than just schools, most of them are actively participating in, if not completely organizing, school volunteer programs.

We have identified some of the major volunteer agencies throughout the state in the hope that neighboring school districts will take advantage of this resource.

City		Director	Phone
I.	**Alton**	Rev. Fred Beck Greater Alton Action Center 304 East Third Alton, Illinois 62002	618/465-7774
II.	**Urbana**	Ms. Pat Chapel 104 Bennett Urbana, Illinois 61801	217/384-3723
III.	**Chicago**	Ms. Marjory Wood 64 East Jackson Chicago, Illinois 60604	312/427-9151
	a. Arlington Heights	Ms. Jane Rene Weakly Volunteer Service Northwest Cook County 301 South Street Arlington Heights, Illinois 60005	312/398-1320
	b. Winnetka	Mrs. Robert Frick Volunteer Talent Pool 620 Lincoln Avenue Winnetka, Illinois 60093	312/446-3302
	c. Highland Park	Mrs. Theodore Loeb Volunteer Pool of Highland Park 763 Dean Avenue Highland Park, Illinois 60635	312/433-2190
	d. Northbrook	Mrs. Pat Buehler 1500 Shermer Road Northbrook, Illinois 60061	312/498-1116
IV.	**Decatur**	Carol Barnhart 159 West Main Street P.O. Box 1083 Decatur, Illinois 62525	217/422-6735

City		Director	Phone
V.	Quincy	Mr. Don Blattner Project Renewal Quincy Public Schools 1444 Main Street Quincy, Illinois 62301	217/223-8700
		Mrs. Allona Pike Voluntary Action Center 210 WCU Building Quincy, Illinois 62301	217/224-3633
VI.	Rock Island	Ms. Barbara Douglass 369 38th Street Rock Island, Illinois 61201	309/788-8703
VII.	Peoria	Ms. Monica Hoehne 234 Northeast Madison Peoria, Illinois 61602	309/674-0027
VIII.	Springfield	Mrs. Sally Vaughan Community Service Center Lincoln Land Community College Sheppard Road Springfield, Illinois 62708	217/529-7111 Ext. 371

WANTED YOU!!!!!!!!!!

These are the places we need you. Look each over for type of work, grade level, days of week and times wanted. As you will see, there is a great variety of work available to each of you.

1 Parent wanted to work in activity centered classroom. Six 4th grade children need **your** help to collect materials for their "activity centers" and keep the written skill work materials up to date.

Tues. and/or Thurs. 2:00-2:45 Teacher: Mrs. Alters

2 Our secretary, Mrs. Shumard, is very talented in music, and we can use her piano-playing skill with our two choruses. To do this, we need you to work in the office, answering the phone and other general work during the hours she is away. If you are available from

12:30-1:30 on Tues. and/or Wed., we can use you.

3 In November Mr. Rich, 5th Grade Core teacher, is going to begin a new individualized reading program. Our school is only one of 3 in northern Illinois which will be using these newly developed materials. Since each child will be working at his/her own level, we will need at least two parents to assist with using the new materials and checking their work. This class will meet **each day** from 10:50-11:45. You will really enjoy working in this program. If you can help every day, fine, but if you can only work a few days that's okay, too.

4 If working with students doesn't "turn you on" then maybe this job will. **Miss Case** in the **Learning Center** has many tasks such as cataloging, shelving books, repairing books, duplicating lessons and correcting papers that you could help with. The hours are ideal, for we can use you ANY TIME on ANY DAY for as long as you can stay. Ideal work for mother who has children who wear her out at home.

Arabs will own trillions in U.S. its industries, its homes, its omic crisis which is swelling to by the U.S. Military. That, of rgaining, negotiation to keep ricad oil) in American industry our own country.
n America. I think most of us

WAR. I'M WALKING AROUND
I READ EVERYWHERE IT IS

– torn, as we would be, be-
erica for a friend among the
ur energy needs?
be in 1975 (and 1976). It's
ays. OIL!

NG TIME
der
MPANY
/E

1952 DODGE Coronet, fluid drive, excellent condition. $500. No collect calls accepted. 1—245-2632.

1948 DODGE
Good Condition
Phone 523-0503

1965 LINCOLN, 1960 TR 3 Roadster, 1952 Studebaker truck, 1961 Volvo, 1965 Chrysler All Cheap. 528-4185.

THUNDERBIRD 1971 Landau Coupe Hardtop, $1995. Full Price. Sharp. A-1 mechanically. Excellent tires. Fully winterized. New battery. 30 Day Warranty. Call 544-3523 to Qualify for Three Year Payments. Trade considered.

1961 CHEVROLET, 6 cylinder, 4 door, auto., snow tires, $350. 546-8498, after 6 weekdays.

1974 OLDS Delta 88 Royale, 2 dr., hardtop, 12,000 miles, $4,100. 529-2130.

1973 GREMLIN X 302, V-8, 3 speed, power steering, air condition, low mileage. Runs great. 529-4133.

1973 FORD Galaxie 500, 9 passenger station wagon, power steering, power brakes, factory air, power tailgate window, full tinted glass, remote control, outside mirror, 29,000 miles, excellent cond. For appointment after 6:00 p.m. 1—437-9366.

COMET 1974 sedan $2995. Full Price. 9,190 actual miles. Still under New Car Warranty Terms. Trade considered. Call 544-5523.

OWNER, 1967 VW Squareback, great condition. AM-FM. Push out windows, folding seats, etc. $665.00, 546-7570.

1970 MERCURY Montego. Small 8, stick shift, real gas saver. Excellent condition. Phone 789-9441.

IMPALA 1969 Tudor Hardtop $1095 Full Price. Sharp A-1 mechanically. Excellent tires. Fully winterized. 30 day warranty. Call 544-5523 to Qualify For Three Year Notes. Trade considered.

'69 BUICK Wildcat, 1 owner, p.s., p.b., factory air, air shocks, snow tires included. 1 — 364-4401.

1973 4 DOOR Mercury Montego. 24,000 miles, $3,295. After 5 weekdays 787-1456.

1969 THUNDERBIRD 429 engine, body style Landau, 1 owner. Call after 6:00. 1—458-2486.

1963 6 Cylinder, Chevrolet auto car. $300.00. 529-3818.

1967 CUTLASS, $350.00. Good running car. 528-0192.

1971 BUICK Electra 225 — Fully powered. 528-8874.

'71 BUICK Electra, fully equipped, needs work. $1350.00. Call 787-4722.

1973 AUDI, 100 LS, 4 door, 4 speed. $3,095.00. 1—629-9406.

1971 RIVERA — Air, Power steering, power brakes, 8 track. Bronze. $2200 or best offer. 529-1212.

MUST SELL! 1967 GMC Van with 1969 327 engine. Extras. Best offer. 1—[illegible]

need your good used trade!

CAMPING CENTER
New Berlin, Ill.
Ph. 1—488-7125
10 minutes West of Split on Hwy 36

Pub. #997—1-9 thru 1-15

ALL 1975 MODELS
Holiday Rambler.
Jayco & Truck'Tops
Service

Parts and Accessories

CAMPER SALES
1 Mile No. of Sangamon Ave.
Dirksen Pkwy. Ph. 522-4686

SUPER CLEAN
21½' Travelmaster, used approx. 6 times! Orig. owner's name furnished upon request!
$2,900.00
STULTS CAMPERS
"Dealer for Swiss Colony"
3313 S. 66 Freeway
6th & St. Joseph
Phone 529-3723

Pub. #879 — 1-4 thru 17

SEE the all new '74 truck covers. 100 covers in stock. Shea's Marathon, 2075 Peoria Rd.

D.&G. CAMPER SALES, Rochester, Ill., Rt. 29. Lowest prices on truck tops in Central Ill. Ph. 1 — 632-7367. Open 'til 10 p.m.

SAVE NOW!
LANDERS TRAVEL TRAILER SALES
Auburn, Rt. 104 Ph. 438-4033

BROWN woodgrain camper shell. 787-1358

14 FOOT aluminum flat bottom boat and trailer, both 1974. 1973 Evinrude 7 horse engine and all accessories, $600.00. 523-7967, ask for Ron, and can be seen at 4th and So. Grand.

ROLLS International, Chateau, Fleetwing, & Starcraft. Many sizes & floor plans. Winter discounts in effect! Financing available.
ILLIOPOLIS CAMPER SALES
Open Sun. also Ph. 486-6050

170 TRUCK covers, all sizes in stock. $98 up. We fit all trucks. Joe's Camping Center, Route 104, Tovey, 3rd street west. Phone 237-2378.

1973 HOLIDAY Rambler, luxurious, 31 ft., with all the extras. Cost over $11,000. Make offer. 546-1873.

MOBILE HOMES

49 MOBILE HOMES & SUPPLIES

10x55 EMBASSEY, Tip-out; central air; carpeted; on corner lot in Curran, $3500 after 5:30 483-3161.

1974 12 x 64 SKYLINE Mark 4 with tipout and new guarantee. Like new. $7450.00. Call Virden Mobile Homes, 1—965-4754.

'72 SUNCREST, 3 br., 1½ bath, with lg. expando. Fully skirted with porch and shed. Assume loan at $123.92 mo. with only $250.00 down. 529-3272 after 6 p.m. or weekend.

PRIVATE rural mobile home lot, for rent, 6 miles south of Rochester, $40.00. mo. 546-6493.

1968 CHRYSLER, "300" $700. 1—498-2386.

1972 12x60, 2 BEDROOM, 2 baths, carpeted, air, skirting. Just a super clean home, on a natural gas lot. Woodland Acres. 3500 North 31st or 523-4960.

1973 LIBERTY, 12x60, 2 bedroom. Furnished, can stay on lot, $4900.00. 522-6250, after 5:00.

available $5500. Call 726-7339.

Loami Lakes Estates
ENJOY COUNTRY LIVING
Free Fishing & Gardening
Immediate Park Space
No entrance fee
All City Utilities
Coaches for sale or rent
Office: 529-4377 — 529-2079
Home: 529-4465 — 529-4579
Loami: 1 — 624-3671

TAKE over payments — 1972 Statesman 12 x60', 2 borm., shed & skirting. Payments $69.72 per mo. Can stay on lot. 544-0342.

1964 — 10x50 2 BEDROOM. Reduced. Save $$$. 529-4524.

1970 PARKWOOD, 12x60, 2 bedroom, raised kitchen with front utility room. Nice. 525-1067.

1974 ELCONA — 14ft. wide, 2 bedroom. Contract for deed. 525-1067.

5 BANK repossessed homes. Can assume payments with no cash needed and payments as low as $97 per mo. Call for financing, Parkway Mobile Homes. 529-6686.

1969 CAMBRIDGE — 12x60, 2 bedroom, completely furnished. Excellent condition. 525-1067.

1968 SCHULT 12x60, front living room, 2 bedrooms, carpeted throughout, skirting, set up in local park, extra clean home, MOBILE WORLD. 544-9000.

PUBLIC NOTICE
IF YOU QUALIFY

WE WILL PAY to move your home, help you set it up, and rent doesn't start 'til March 1. Natural gas lots available. WOODLAND ACRES. 3500 North 31st or 523-4980.

1972 STAR, 12x60, set up in park. Immediate possession, no down payment, like new. 528-7385.

1964 LIBERTY, 10x55 with expando. Furnished. On pad in Ashland. Phone 1 — 476-9281.

1964 SMOKER deluxe mobile home, Wedgewood Terrace, includes furniture, patio, expando, reduced to $4,000. Al Penman Real Estate, 523-0923.

MOBILE home lots for rent, gas or electricity. 522-7313, 523-4729.

2 BEDROOM mobile home, central air, rent with option to buy. 80'x100' lot. Boehler Real Estate, 529-1645.

MOBILE home moving, set up and tear down, call for free estimates. 789-1306, 528-4579 after 5 p.m.

CLEAN well-kept 1972 Marshfield on corner lot in Grand Valley Village. Reasonable offer. 789-8948, 528-9780.

1966 PARK ESTATE — 12x60. Washer & dryer, window air conditioner. Unfurnished. Can stay on lot. Good condition. 544-2175.

BANK Repossessed. 1972 3 bedroom, 12x64, $3995. Contact Ken Potts, 789-1306.

KORPF, 1971, 12x65 with 8x11 expando, 3 bedrooms, 1½ baths, this is a premium quality, custom built mobile home, with house type insulation and cabinetry. Howard R. Parish, RR 3, Decatur. 1—963-2330, evenings.

1973 ACADEMY 12x60, skirting, w. and dryer, window air added. $5,500 or take over payments. 522-8050 after 5:30.

SANGAMO Town & Country estates. Country gentlemen living, gas and electric. 544-7601, 544-9329.

1963 10 x 55 2 BEDROOMS, skirting, nice condition, $2,350.00. 529-0159.

1970 ACADEMY, 12x55. 2 bedrooms. Unfurnished. Air-cond. Must sell. Good condition. $2900. Phone 528-6858.

1962 WINDSOR, 10 x 55, Morrisonville 1—526-3306.

10x55 MOBILE home. Lot 37 Wedgewood Terrace. Priced reasonable. Cash or contract to reliable person. Phone 753-1071.

1973 HILL CREST Mobile home, 2 bedrooms, 1½ baths, furnished, carpeted, air cond., all appliances in kitchen. Skirting and steps. $7400. Has to be moved from lot. Free delivery. 1—792-3337.

1972 UTOPIA 3 bedrm., 1½ baths, 2 a-c units, skirting. $5300 or take over payments of $81.12 mo. 753-8111.

INFLATION fighter. 10x55 New Moon with tip-out and extras. 9 mo. old. Papers. Best offer. 529-7290.

COLLIE PUPPIES $25
AKC siberian Husky mate
1 — 364-4967

2 ST. BERNARD pups, $50.00 apiece. 1—435-9200.

FOR SALE: German Shepherd puppies, AKC registered, 9 wks. old, good with children, call after 5:30. Atlanta 1—648-2898.

POODLE TRIMMING
1021 W. ELLIOTT
Phone 523-0444 for appointment

AKC BLACK Labrador retriever puppys, 7 wks old. Loami, 1—624-6111 eves. or 789-4200.

FREE Puppies. After 5:00, 546-0686.

PART Shepherd and English setter pups. $15 each. Both parents hunt. Phone 525-8875.

AKC YORKSHIRES, for pet or show. Also Schnauzers. 2105 Cornell.

AKC REGISTERED German Shepherd puppies; bred for disposition, obedience, sire has CD in obedience. 1—438-6504.

AKC Pekingese puppies, heavy coated, champion background. Also champion sired stud available. Eves., week ends, 528-8295.

Irish Setter At Stud
Dual Papers
Phone 529-3009

GERMAN SHEPHERD
Puppies. $20. Ph. 1—637-7861.

AKC German Shepherd stud service (black mask, brush tail), also male puppy after 5 p.m. 544-7337.

MIXED breed dog for sale, German Shepherd and St. Bernard. Call after 5, 523-8543.

ADOPTION: Collie Shepherd, Labrador, Collie, Pony, Poodle terrier, Beagle, Dachshund, Chihuahua, Siamese. Puppies — kittens. 544-1831.

PUPPIES FREE TO GOOD HOMES. PHONE 1—483-2916.

ADORABLE toy poodle puppies, 6 wks. old. Call Nickey, 1—487-7453.

TWO Beagle pups, 6-8 months old. Started to run, have shots. 544-4467.

2 Male Beagles
Run Good
Phone 528-4123

PUPPIES: Lab. and pointer, mixed, $10, 8 weeks old. 529-4357.

AKC Boston puppies, possible show dogs. Phone 546-0201 or 523-3735, 8 a.m.-noon, or after 5 p.m.

AKC reg. German Shepherd pups for sale. 529-7320.

74-A TROPICAL FISH

AQUARIA UNLIMITED — Beautiful show Bettas, $1.98; Large White Clouds, 4-$1.00; Clown Plecostamus, 99c. 2641 S. Glenwood, M-F, 1-9, Sat. & Sun., 1-6.

AQUARIUM supplies, fish plant. Open Mon.-Fri., 2-8; Sat & Sun. 1-6. Kenney's, 201 N. 31st. 523-7125.

FOR YOU EVERY DAY

Happy Ads

TELL SOMEONE YOU CARE!

83 ANTILLES WANTED

WE WILL PAY
THE HIGHEST PRICE
For your furniture, merchandise, etc.
LUKE J. GAULE & SON
523-1033 — 522-4011

WANTED: Used furniture, appliances, tools, old clothing, lumber, rugs, antiques, china, glass, drapes, curtains, TV's, radios, anything you got to sell. 528-3564, 528-9414.

Tappan compactor, $139.00. Inghouse frost free refrig $255.00. GE washer, $188. dryer, $129.00. GE dryer, $147.00. Call George, 522-9636.

8 HP MOWER, 38" cut, 42 blade, chain, starter, light like new. $495. 330 E. Laurel.

DIAMOND ring and diamo jade ring. A.M. Organ este 7528.

BASSETT DINING ROOM S DRASTICALLY REDUCED CLEARANCE. 6 pcs. Ma mean style, beautiful pecan consists of round table leaves, 4 chairs, and chin only $399 complete. Mapl French provincial, all cle priced. Easy terms. Free deli BARNEY'S FURNIT
2410 S. Grand E.

CLEARANCE! Chairs of all — recliners, heavy vinyl reg. $119, now only $58; swiv ers, upholstered in tweed or reg. $69-$79, now only $4 terms, free delivery. BARNEY'S FURNIT
2410 S. Grand E.

White rock, any am
Phone after 5 p.m. 1—48

MOTOROLA Quasar color T model left on layaway, never up. New warranty, small b Can be seen at Capital City Salvage, Capitol City Shoppi ter. 529-5505.

COAL or Wood Burning Stove Furn. 523-8040 or 523-8039.

SALE ON NEW hide a be $279.95, now only $198. Save living room furniture. Bem Spring or Mattress, $44.95. bedroom suites from $139. N pie dinette set reduced. Us trigs., gas, & elec. stoves. LEE'S NEW & USED FURNI 816 S. Spring 523-8039,

CB & MONITOR RADIO
JOHN WINTERS T
2252 North Grand E. Ph.

QUADRAPLEX STEREO COMPONENT SYSTEM, A.M tuner, 4-speed record char track tape, complete with 4 ers, $139.95. Slightly crate n only 4 available at this price to reserve, 529-5505, Capit Freight Salvage, Capitol Cit ping Center.

BEDROOM CLEARANCE! A stock groups reduced. 4 chests, walnut or maple, n $34. Odd twin size headi white plastic, reg. $19.95, no choice $8.00. Complete be suites, now as low as $139 terms, free delivery. BARNEY'S FURNIT
2410 S. Grand E.

DRASTIC reduction on ne used sewing machines h room for new models, Bobbi Dresse, 163 N. MacArthur. Sa Jan. 18.

GUITAR & Piano rentals, g —piano classes now formin SPECIAL — 8 1-hour lessons, guitar & music all for $29.9 House of Music, 3rd & N. Grand 522-4488.

LIVING ROOM, FAMILY FURNITURE, ALL CLEAR PRICED. 3 pc. traditional so eseal, chair, nylon covers, re Now only $333. Black vinyl S style sofas, oak base, reg. $2 only $149. Matching chairs, n Love seats, $129. Easy term delivery. BARNEY'S FURNIT
2410 S. Grand E.

2 GOODYEAR L-60-14 tires ed 8" deepdish Cragar SS 3500 miles. $200.00 or best 753-3706.

GOTTA SELL now, doors, h windows, electric supplies, tors, regrigerators, furni plumbing, cabinets, 528-566 1519.

EKO 12 string guitar, excelle dition, $125.00. Fender electr tar, Vox amplifier, $325.00. 2758, after 5.

ANTIQUE grandfathers cloc fect condition. Antique glas 523-2916.

2 BRIGGS and Stratton 9 h cooled gas engines. Almos eves., 529-1317.

VALCAN Fire and Burglar A One 8 MM movie projector, 200

A TEACHER'S NONTEACHING WORK LOAD WOULD BE SO MUCH LIGHTER IF . . . YOU WOULD –

Arrange tables and chairs for reading . . . or rearrange them for spelling, or art, or number work

Pass out seat-work materials and collect them

Distribute art supplies, collect them and assist with the cleanup after the art session

Copy lists on chalkboards

Repair a torn book

Operate a projector, or a record player, or a tape recorder, or a . . . ? . . .

Observe children's behavior and report to the teacher

Be a friend . . .

BE A VOLUNTEER . . . .

YOU ARE CORDIALLY INVITED –

TO ▪ ▪ ▪ participate in the happiness of helping children

▪ ▪ ▪ find personal satisfaction in becoming a part of a program designed to increase the effectiveness of teachers

▪ ▪ ▪ discover new abilities

▪ ▪ ▪ develop new skills

▪ ▪ ▪ make new friends

▪ ▪ ▪ BECOME A VOLUNTEER IN THE CHICAGO PUBLIC SCHOOLS.

YOU ARE QUALIFIED TO SERVE –

IF ▪ ▪ ▪ You are over 19 years old.

▪ ▪ ▪ You have at least two hours each week that you can contribute on a scheduled basis during the school day.

▪ ▪ ▪ You meet the State of Illinois requirements as to freedom from tuberculosis (TB X ray or test).

▪ ▪ ▪ You have normal hearing and vision; are free from heart trouble, contagious diseases, and nervous disorders; and have the use of limbs within normal limits.

AND ▪ ▪ ▪ You love children and are really interested in helping teachers so that their time may be devoted to providing each child with the best possible education.

PLEASE CALL . . . 641-4277
641-4278
641-4279

DETACH FOR MAILING

I am interested in serving as a
CHICAGO PUBLIC SCHOOLS VOLUNTEER

Name

Address

Telephone No.

Please mail me your material.

A CHILD'S DAY WOULD BE SO MUCH HAPPIER IF . . . YOU WOULD –

Help with a torn shoelace

Help button or unbutton wraps

Arrange for games to be played during recess

Sit with a sick child until a parent comes to pick him up

Listen to a child tell the story he has just read

Just plain listen to a child

Be a friend . . .

BE A VOLUNTEER . . . .

VOLUNTEER REGISTRATION--WILMETTE VOLUNTEER POOL

Service Classification - do not use

Date _____

Name Miss / Mrs. / Mr. _____

Address _____ Phone _____

Age (check case): Under 35 ☐ 35-50 ☐ 50-65 ☐ Over 65 ☐

Education: High 1 2 3 4 College 1 2 3 4 Garduate _____

Employment Experience (Type of work) _____

_____

Last Chest X-ray? _____ Any physical disabilities? _____

In case of emergency call _____

Children: Names and ages _____

Schools _____

Husband/Wife name and occupation _____

SPECIAL INTERESTS

Organization memberships _____

_____

_____

Offices held _____

_____

Volunteer experience _____

_____

_____

_____

Hobbies _____

Collections? _____

SKILLS

Typing _____

Foreign Language _____

Speak? Write?

Music: Instrument _____ Vocal _____

Tutoring (subjects) _____

Other special interests or skills _____

_____

_____

_____

_____

_____

Do you have a car at your disposal? _____

What particular volunteer work would interviewee like to do with the Pool?

A) 1-to-1 or group

B) ages preferred

Is there any special dislike?

Times available _____

SUMMARY:

Interviewer _____

DATE _____

Mr.
Mrs.
Miss
Ms. LAST NAME _____ FIRST _____ INITIAL _____ DATE OF BIRTH _____

HOME ADDRESS _____ HOME TEL. NO. _____

BUSINESS ADDRESS _____ BUS. TEL. NO. _____

PRESENT OCCUPATION _____ PHYSICAL LIMITATIONS _____ DATE LAST CHEST X-RAY _____

EDUCATION HIGH SCHOOL 1 2 3 4 COLLEGE 1 2 3 4 5 6 COLLEGE MAJOR _____ COLLEGE MINOR _____

VOLUNTEER EXPERIENCE _____

SPECIAL SKILLS & INTERESTS _____

LIST CHOICE OF VOLUNTEER SERVICE _____ DO YOU HAVE USE OF A CAR? _____

HOW DID YOU LEARN ABOUT THE VOLUNTEER BUREAU? _____

APPROXIMATE NUMBER OF HOURS FREE _____

58 69

TIME AVAILABLE

MON.

TUES.

WED.

THURS.

FRI.

WEEKENDS

EVENINGS

VOLUNTEER SERVICE AREAS

INTERESTED IN WORKING WITH:

PRE-SCHOOL

ELEMENTARY

TEENAGERS

ADULTS TO AGE 65

OVER AGE 65

S.O.U.R.C.E. REGISTRATION

_____ Date (Classification) _____

Name _____
Last First Husband's

Address _____ Zip _____ Telephone _____

Age _____ under 35 _____ 35-45 _____ 55-65 _____ 65-75 _____ over 75

Work Experience _____

Volunteer Experience _____

Date of last chest x-ray _____

Education _____

Teaching certificate Yes _____ No _____

Special interests _____

_____

Husband or wife: Profession or interests _____

Foreign Language _____

Car Available Yes _____ No _____

Will volunteer (check)

_____ as guest lecturer: Specify topic and/or slides
_____ with small groups or _____ one-to-one to enrich or tutor
_____ with handicapped
_____ with gifted
_____ as general helper in classroom

With what age children prefer to work _____

School children attend _____

	Time Available	
	Morn.	Aft.
Mon.	_____	_____
Tues.	_____	_____
Wed.	_____	_____
Thurs.	_____	_____
Fri.	_____	_____
Summer	_____	_____

Do not write in this space

Date _____

Interviewer _____

Referred by _____

Referred to _____

Comments _____

SCHOOL VOLUNTEER APPLICATION FORM

Mr.
Mrs.
Miss_____ Date_____

Last Name (Please Print) First Name

_____

Home Address Zone Telephone

EDUCATION

Elementary School_____ High School_____

College_____ _____ Other_____

Name (Degree or Number of Semester Hours Completed)

WORK EXPERIENCE

Position	Employer
_____	_____
_____	_____
_____	_____

VOLUNTEER EXPERIENCE

Kind of Service	Organization
_____	_____
_____	_____
_____	_____

Person To Be Notified In An Emergency:

_____

Name Address Telephone

References: (Your Doctor and One Other)

_____

Name Address Telephone

_____

Name Address Telephone

Volunteer Bureau_____

School_____

VOLUNTEER BUREAU

United Community Service of Evanston, Inc.

828 Davis Street, Evanston, 60201

GR 5-2402

REQUEST FOR VOLUNTEER

TO: VOLUNTEER BUREAU

Date_____

FROM:_____
(Teacher)

No. of Students_____

_____
(School)

Age of Students_____

Motivation_____

_____
(Grade and/or Subject)

Enrichment_____

Describe task to be performed and experience required:

When will this person be needed:

Day_____Time: Start_____Finish_____

Please return this form to the Volunteer Bureau at least two weeks in advance of the time volunteers are desired.

FILLED BY:

COORDINATOR'S COPY

Date _____

TEACHER'S REQUEST FOR VOLUNTEERS

TO: School Coordinator: _____

School: _____

FROM: Teacher: _____ Home Phone: _____

Grade: _____ No. Students: _____

FOR: Lecture: _____ Date(s) Required: _____
Alternate: _____

Slides: _____ Time of Day: _____
Alternate: _____

Demonstration: _____ No. Times/Week: _____

Enrichment: _____ No./Weeks: _____

Tutor: _____ Beginning Date: _____

Resource Leader: _____ Deadling for filling request: _____

Other: _____

Explain fully the task to be performed:

Approved for referral: _____ Date: _____
Coordinator

Approval by principal: _____

- -

Do not write below this line

Name of Volunteer: _____ Phone: _____

Address: _____

Notification Date: _____ Starting Date: _____

Relevant data about volunteer: _____

_____

_____

TEACHER REQUEST FOR SCHOOL VOLUNTEER SERVICE

SCHOOL _____ TEACHER _____

GRADE _____

SUBJECT _____

Types of assistance requested:

For each type of assistance desired, please indicate days of the week and hours preferred.

1. ASSISTANCE WITH CLASSROOM ROUTINES
   e.g. room displays; distributing books and supplies; putting work on the chalk board; obtaining, compiling, and/or cataloguing materials for class units.

   _____

2. CLERICAL ASSISTANCE
   e.g. typing tests and other instructional materials; preparing materials (flash cards, charts, etc.) for use by the teacher; grading short answer tests and recording marks, etc.

   _____

3. WORKING WITH INDIVIDUAL STUDENTS AND/OR SMALL GROUPS OF STUDENTS
   e.g. reading to students; conducting drills in arithmetic, spelling, etc.; listening to children read; providing special help to children below grade level in subject areas, etc.

   _____

4. OTHER (Please describe)

   _____

PRINCIPAL'S REQUEST FOR SCHOOL VOLUNTEER SERVICE

SCHOOL_____

PRINCIPAL_____

Types of assistance requested:

For each type of assistance desired, please indicate days of week and hours preferred.

1. LIBRARY
   e.g. checking books in and out; re-shelving books; assisting students in book selection, etc.

   _____

2. GENERAL CLERICAL – SCHOOL OFFICE
   e.g. duplicating materials; typing; counting money; alphabetizing; filing, etc.

   _____

3. AUDIO VISUAL AIDS
   e.g. setting up and operating

   _____

4. ASSISTANCE IN SUPERVISION OF PUPILS
   e.g. lunchroom; playground; halls; extra-curricular events, etc.

   _____

5. OTHER (please describe)

   _____

TYPE OF WORK PREFERRED

Work With A Teacher: (Please Check)

__1. ASSISTANCE WITH CLASSROOM ROUTINES
e.g. room displays; distributing books and supplies; putting work on the chalk board; obtaining, compiling, and/or cataloguing materials for class unit.

__2. CLERICAL ASSISTANCE
e.g. typing tests and other instructional materials; preparing materials (flash cards, charts, etc.) for use by the teacher; grading short answer tests and recording marks; etc. (Much of this work may be done in your own home.)

__3. WORKING AS A TEACHER AIDE WITH INDIVIDUAL STUDENTS AND/OR SMALL GROUPS OF STUDENTS
e.g. reading to students; conducting drills in arithmetic, spelling, etc.; listening to children read; providing special help to children below grade level in subject areas; etc. (Volunteers for teacher aides must have completed 30 semester hours of college work)

Work In A School: (Please Check)

__1. LIBRARY
e.g. checking books in and out; re-shelving books; assisting students in book selection; typing and filing; etc.

__2. GENERAL CLERICAL – SCHOOL OFFICE
e.g. duplicating materials; typing; counting money; alphabetizing; filing, etc.

__3. AUDIO VISUAL AIDS
e.g. setting up and operating equipment

__4. ASSISTANCE IN SUPERVISION OF PUPILS
e.g. lunchroom, playground, halls, extra-curricular events, etc.

Indicate days of the week and hours in which you prefer to serve:

Level of school preferred (check if you have a preference)

____ Elementary school

____ Junior high school

____ Senior high school

We would like to be able to assign you to any school in the district which has a need for your services. If, however, you have a preference for working in one particular school or one of several schools, please indicate your choice(s) below:

_____ _____

_____ _____

_____ _____

_____ _____

SUCCESSFUL WAYS WITH VOLUNTEERS:

Prepare a time log and take the time to plan with your volunteer.

Give your volunteer varied and specific tasks.

Help your volunteer develop professional attitudes through your emphasis on the confidential nature of information about the children.

Include both the "WHAT" and the "WHY" in your requests.

Recognize the value of the gift of the volunteer's time by using every precious moment to best advantage.

TIPS FOR THE TEACHER

YOUR VOLUNTEER CAN –

– Offer a pair of willing hands

– lend an extra pair of eyes and ears

– assist you in routine procedures

– give an added measure of emotional support to the children that need it.

MAKE YOUR VOLUNTEER EFFECTIVE –

– Learn about your volunteer's interests and talents.

– Instruct your volunteer in routine and emergency procedures.

– Include the use of your volunteer's services in your planning.

– Give your volunteer the knowledge that his assistance is valuable.

SINCE EVERY SCHOOL AND SCHOOL ROOM IS DIFFERENT –

– The duties of your volunteer will grow out of your needs and the needs of the children – BE ENCOURAGING!

– Your volunteer will grow in usefulness and efficiency as he gains experience – BE ENCOURAGING!

TEACHER TELL US –

– Busy volunteers become reliable volunteers.

SOME SUGGESTED VOLUNTEER ACTIVITIES –

- Obtain resource materials for the classroom.
- Help children remove coats, hats, boots.
- Tally milk, stamp, and lunch collections. Gather permission slips.
- Duplicate and/or prepare materials of instruction.
- Observe the interaction of groups.
- Operate audiovisual equipment.
- Inventory and distribute supplies and materials from the art, science, and visual materials center.
- Decorate and arrange bulletin boards.
- Assist in the supervision of lunchrooms, playgrounds, hallways.

Dear Volunteer:

We are pleased that you are sharing your abilities through the Volunteer Pool of Wilmette! Your assignments will be based upon matching your special qualifications to a particular request from a school or community agency. This request for volunteer help has been made because someone has a real need for assistance. You – with your special competence, personality, interests and time – have offered to provide this assistance.

To enhance your value to the school or agency – and to help make your volunteer assignment a mutually satisfying one – may we enumerate a few "do's" and "don'ts".

1. **Understand the assignment** you are undertaking, its time and place, and get enough detailed information to make your job a success.

2. **Accept direction and supervision**, recognizing that you are a valued asset but not a replacement for a regular staff member. Know where to look for supervision if you need it – and request it, if necessary.

3. **Be considerate** of the time of everyone at the school or agency.

4. **Be punctual**. If you must be absent, be sure to call the office of the school or agency where you were to assist. Dependability is vital to the success of this operation.

5. **Understand the regulations** of the school or agency: its hours, rules of procedure, and policies. If you are working in a school, it is recommended that you have annual chest x-ray. If you are in an on-going program the x-ray is mandatory.

6. **Protect the confidences you share.** Professional ethics require that you do not discuss school or agency affairs, individuals or records with other people.

7. If your assignment does not prove to be what you expected, if you think you have been incorrectly assigned, or if you have any problem you are reluctant to discuss with the school or agency, please contact the coordinator or the Volunteer Pool.

We hope your volunteer work is a happy experience for YOU and a beneficial one for the recipient! We value your opinion and would enjoy hearing from you about your volunteer experience. Thank you for your valuable contribution!

VOLUNTEER POOL OF WILMETTE
Mrs. Richard Hill, Director
825 Green Bay Road
Wilmette, Illinois 60091
Phone: AL 1-9505

SUCCESSFUL VOLUNTEERING

YOU
and
YOUR SCHOOL

The Principal, teachers, and staff of your school are engaged in the exciting and challenging task of giving each child the best possible education

You can make a vital contribution to this effort by helping with the nonprofessional duties that would otherwise take the time of a teacher. In crowded schools, you and others may be working in a bookroom, cloakroom, or hallway. Wherever you perform your tasks, you may be sure that they are an important part of your school's effort to meet the needs of children.

ANY TASK THAT SERVES THE WELFARE OF A CHILD IS AN IMPORTANT TASK.

YOU
and
THE STAFF

The staff of your school welcomes your assistance and appreciates your contribution of talent and effort.

As you and the staff become better acquainted, you will discover the particular routines that must be followed, and the staff will indicate the tasks that need to be done. Some may be familiar; others may offer you the opportunity to have new experiences and learn new skills.

JOIN THE CHILDREN IN THEIR ADVENTURE OF LEARNING . . . LEARN A NEW SKILL . . . . MAKE A NEW FRIEND.

YOU
and
THE CHILDREN

The children will profit by the example you set as an adult who regards education as important.

The care with which you handle books and materials, the regularity of your attendance, your appearance and appropriate behavior are part of your special contributions .. the education of the boys and girls.

BE PUNCTUAL . . .,. THE TEACHERS AND CHILDREN WILL COME TO RELY ON YOUR HELP. IF YOU MUST BE ABSENT, PHONE THE SCHOOL AS SOON AS YOU CAN.

YOU
and
THE COMMUNITY

A community responds effectively to the needs of its school and its children by supplying volunteers.

Your daily experiences as a volunteer will show the many things your school can and does accomplish. Encourage others in the community to participate by being A BEARER OF GOOD NEWS!

BECAUSE TEACHING AND LEARNING ARE A PERSONAL AFFAIR BETWEEN A CHILD AND A TEACHER, MANY SCHOOL MATTERS ARE CONFIDENTIAL . . . . HELP TO KEEP THEM THAT WAY.

School Volunteer Handout Used in Rockford

Your interest and concern for children have brought you into this public school. My staff and I welcome you and hope that you will find this a rewarding and satisfying experience. In every way possible we need to bring adults who function positively into the lives of our children.

It is important that volunteers who are going to work directly with the children understand their function in relation to the total school activity.

I believe a few guidelines will be helpful and assist you in working more effectively with the school in your role as a volunteer.

1. Please be prompt and dependable! If absence is necessary, please notify the school volunteer chairman, your area chairman, or my office as soon as possible. please give as much advance notice of a planned absence as possible.

2. Please do not come to school when you have a cold or are otherwise ill.

3. Frequent personal conferences between the volunteer and the area or school chairman are valuable so that an evaluation can be made of the volunteer program. Teachers, as well as volunteers, are urged to have OPEN, FRANK discussions about the program. We plan to provide ways to help all of us work in this respecting way.

4. Please try to attend any volunteer meetings which are called by your school chairman.

5. Please maintain a professional attitude in regard to confidential information pertaining to a child or an entire class of children. NO CHILDREN SHOULD BE DISCUSSED OUTSIDE OF THE SCHOOL SITUATION. Observe discretion in commenting on school matters – including the performance of other volunteers children, or school personnel. This is very important. We must be able to count on you in this matter of professional integrity.

6. The volunteer should never become a counselor on personal problems. If a serious situation is revealed, the volunteer should advise the chairman who will report the matter to the proper school personnel.

7. No child may leave the school during school hours with the volunteer. No after-school trips may be arranged for a child without the written permission of the student's parents, nor without, of course, full approval of the classroom teacher.

8. We request that volunteers do not give gifts of any kind to the children. I know this is difficult, but please—no gifts!

9. No volunteer should incur additional expense for the school which must operate on a budget. Please do not use supplies for a project without permission from school personnel, or purchase anything without my permission.

10. In all matters, the professional staff is the final authority. The volunteer is not expected to replace the teacher. Your contribution is to offer much-needed supplementary services to increase a teacher's effectiveness.

Thank you for being with us.

PROJECT "GIVE US ONE HOUR"

Teacher Evaluation of Volunteer

1. In what ways did you use your parent volunteer?

2. How was the volunteer most helpful to you?

3. What problems did you have with the volunteer?

4. How did the students react to the volunteer?

5. Do you feel the volunteer had adequate in-service training?

6. Would you like to have a volunteer assigned to you next year?

Other Comments:

WILMETTE VOLUNTEER POOL

VOLUNTEERS' EVALUATION

Area of Service:

_____ Tutorial
_____ Clerical
_____ Cultural
_____ Other

1. Did you generally feel your time was well spent?

2. If tutoring, did you notice any improvement in the student's performance? Behavior? Grades? (Use back of form if necessary.)

3. Did you receive any training?

   _____ Adequate _____ Insufficient _____ Unnecessary

4. Did student seem to enjoy having you there?

5. Did staff seem to appreciate your efforts?

6. Are you interested in school volunteering next term?

   _____ Same school
   _____ Same area of service

7. How do you feel our services to the schools can be improved? (Use back of form if necessary.)

8. What aspects of volunteer service did you enjoy most? Least?

9. How many hours a month did you volunteer? _____

Volunteer's signature (optional) _____

SOURCE
VOLUNTEER QUESTIONNAIRE

VOLUNTEER:

SCHOOL:

COORDINATOR:

KIND AND LENGTH OF SERVICE:

1. Did you enjoy working in the school to which you were assigned? _____
2. Did you enjoy the kind of service you were asked to perform? _____
3. Did you feel that the children (or child) were responsive? _____
4. Do you wish to continue giving this kind of service? _____
5. Would you be willing to perform different kinds of services? (Please specify) _____
6. Do you feel you had adequate preparation before your assignment? _____
7. Do you feel you had adequate on-the-job training? _____
8. Do you feel you had adequate help and supervision? _____

We would appreciate any comments or suggestions you might like to make.

Thank you very much.

VOLUNTEER'S ANNUAL QUESTIONNAIRE

VOLUNTEER: _____

SCHOOL: _____

LENGTH OF SERVICE: DATE BEGAN: _____

NUMBER OF HOURS PER WEEK: _____

1. Did you enjoy working in the school to which you were assigned? Yes No

2. Do you wish to continue in this school? Yes No

3. Would you accept assignment in another school? Yes No

4. Did you enjoy the kind of service you were asked to perform? Yes No

5. Do you wish to continue giving this kind of service? Yes No

6. Would you be willing to perform different types of service?
(Please check)

___a. Assistance with classroom routine

___b. Clerical assistance for teacher

___c. Working with individual students and/or small groups

___d. Library

___e. General clerical - school office

___f. Audio-Visual Aids

___g. Assistance in supervision of pupils

7. Please make any suggestions or comments you feel necessary or desirable.

_____

_____

_____

_____

_____

_____

PRINCIPAL OR ADMINISTRATOR EVALUATION OF VOLUNTEER ASSISTANCE

School or site:

Principal or administrator:

1. Would you like to have volunteer assistance continued at your school next year?
   Regularly_____ Occasionally_____ Never_____

2. What kind of services have volunteers best provided?_____
   _____

3. What new kinds of services would you like to have volunteers provide?_____
   _____

4. What has been the general reaction of the staff to the volunteer?
   Good_____ Fair_____ Poor_____

5. Have the volunteers established sound working relationships with the staff?
   Yes_____ No_____ How has it been evidenced?_____
   _____

6. Has volunteer service appreciably relieved your staff of non-professional tasks?
   Yes_____ No_____ Comments_____
   _____

7. Has the help given by volunteers been a factor in improving the achievement of children who received it? (If possible, please cite specific statistics.)
   _____
   _____

8. Have the orientation and in-service training of the volunteer been satisfactory?
   Yes_____ No_____ Comments_____
   _____

9. What additional skills or techniques do you feel the volunteers need?
   _____

10. What suggestions do you have for improving the training for efficiency of volunteers?
    _____
    _____

11. Has the on-the-job supervision of volunteers been satisfactory?
    Yes_____ No_____ Comments_____
    _____

12. Has the liaison between you and the total volunteer program proved satisfactory?
    Yes_____ No_____ Comments_____
    _____

13. Has the school coordinator proved effective and of help to you and staff?
    Yes_____ No_____ Comments_____
    _____

14. Has the central volunteer office proven helpful?
Yes_____ No_____ Comments_____

_____

15. What additional coments or suggestions can you make to improve the quality of the volunteer program?

SCHOOL COORDINATOR REPORT

TO: Director of S.O.U.R.C.E. Date: _____

FROM: Coordinator School

Volunteer's Name _____

Type of project and tasks performed:

Date project began: _____

Date project terminated: _____

Comments:

Thank you letter sent by coordinator on: _____

WILMETTE VOLUNTEER POOL

SCHOOL COORDINATORS' JOB DESCRIPTION

Your general responsibilities as a school coordinator are:

- to be the liaison between the school and the Volunteer Pool.
- to stimulate interest in, organize and direct the volunteer program in your assigned school, under the direction of the school principal.
- to interpret the Volunteer Pool program and its needs to the PTA Board.

These guidelines should be followed as circumstances permit:

- Meet with the school principal early in the school year to introduce yourself and discuss plans for the year. Touch on the specific things (see District 39 Guidelines) which will require his attention and arrange with him for your operations in the school – desk or drawer space, bulletin board space, mail box, working space for tutors, etc. Ask about school rules such as smoking and parking and get a copy of the current year's calendar and special schedules. **Ask for time to speak at a faculty meeting in September or October.**
- Establish your regular time at the school. Find a spot in the school where you will be as visible as possible to the teachers. Make arrangements for contacts with volunteers for those times when you will be unable to be in the school. **The importance of making volunteers feel welcome in the school cannot be overstressed.**
- Present slide talk to faculty – hand out Guidelines and skill sheets. Emphasize in your presentation that the need for a volunteer should be anticipated two to six weeks ahead of time since requests may take several weeks to fill. Stress the importance of prompt contact with the volunteer once a request has been filled. Ask to be notified as soon as teacher has made arrangements with the volunteer.
- Become familiar with the school curriculum by grade level. Talk with individual teachers, informally, about ways in which the Pool can help them.
- Find enough time to discuss each request for a volunteer with the teacher to find out exactly what is wanted and write it up as clearly as possible. Specify time limits, necessary skills, etc., as noted on request form. Give the Pool as much leeway as possible but at the same time be as specific as possible. Ask teachers, when possible, to **schedule volunteers at a time you plan to be in the school.**

- Make an original and two duplicates of request.
- Ask principal to O.K. and initial copy #1.

- Send copy #1 to Pool office,
  Give copy #2 to teacher for evaluation and comments.
  Keep copy #3 for your records.
- Matcher will call you when the request has been filled if a problem arises or if additional information is necessary. If there is any change in a request, the coordinator should let the matcher know **immediately**. You can find out who the matcher is by calling the Pool office.
- Inform teacher on peach card form when her request has been filled. Follow up to be sure teacher makes phone contact with volunteer as soon as possible. Find out what arrangements were made.
- Send postcard to volunteer confirming arrangement and enter in running record.
- Notify school office and place notice on bulletin board, calendar or in whatever place you have arranged with principal. Note date, time, teacher's name and volunteer's name. Make necessary arrangements for audio-visual equipment, special room, etc.
- Arrangements should be made for notifying on-going one-to-one volunteers when the child is absent.
- Be present when possible to greet volunteer or chat with him afterwards. **Check up on on-going volunteers at least once a month.**
- See that a thank you letter is sent and that teacher's evaluation is sent to Pool office. When an on-going job is terminated, be sure that notice of this is sent to the Pool office. Enter in running record.
- All on-going volunteers or volunteers regularly used in the schools **must** have a chest x-ray and **must** fill out an emergency card to be kept on file in Mr. Love's office at the Educational Services Center.
- Arrangements for tutoring or motivational placements should be handled carefully, as described in the District 39 Guidelines for Pool use.

Sample Page From Career Resource Directory

Resource Person	Career Field	Specialty Field	Grade Level Availability	Booking Restrictions	Participation Description
Catherine Andersen Application Research Supv. Carus Corporation 1500 8th Street LaSalle, Illinois 61301 Res. - 223-0539 Bus. - 223-1500	Chemistry	Application Research	A,B,C,D	Available for ind. std conf. only after working hours. Adv. notice	2,4
Earl L. Andersen Asst. Dir. LaS Cty Spec. Ed for Handicapped 511 E. Main Street Streator, Illinois 61364 Bus. - 673-1511	Education	Spec. Ed for Handicapped	C,D	By advance appointment only	1,2,3
Fred Andersen Process Research Supvr. Carus Corporation 1500 8th Street LaSalle, Illinois 61301 Bus. - 233-1500, Ext. 285 Res. - 233-0539	Chemistry	Industrial Research & Development Electronics	C,D	By advance appointment only	1,2
Paul Aplington Attorney 1026 Marquette Street LaSalle, Illinois 61301 Bus. - 224-1352	Law		C,D	By advance appointment only	I,2

CODES USED IN DIRECTORY:

GRADE LEVEL AVAILABILITY (Column 4)

A Elementary

B Junior High

C High

D College

PARTICIPATION DESCRIPTION (Column 6)

1 Will visit schools

2 Will meet with individual students at place of business

3 Can Supply materials for distribution

4 Can supply display materials

PLEASE RETURN TO
VOLUNTEER BUREAU, UCS
828 Davis Street, Evanston, Illinois 60201
GR 5-2402

PROJECT TERMINATION NOTICE

Volunteer's Name _____

Address _____

The assignment on which the volunteer was working closed on _____

_____

Date and method of expressing thanks to volunteer _____

_____

Comments on Volunteer's Performance _____

_____

_____

_____

Signature _____

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This volunteer resource manual has attempted to include a variety of aspects of school volunteer programs. However, the uniqueness of each local school district will raise other questions regarding the use of volunteers not mentioned in this manual. Therefore, in addition to this manual, members of the Community Relations section of our office serve as speakers, workshop and group discussion leaders, liaisons between the schools and community, and consultants regarding school volunteer programs.

If you or your school district would be interested in any or all of these services, or have questions regarding the manual or volunteer programs in general, please contact:

In Chicago

Illinois Office of Education
Community Relations
188 West Randolph
Chicago, Illinois 60601
312/793-2220

In Springfield

Illinois Office of Education
Community Relations
100 North First Street
Springfield, Illinois 62706
217/782-3646